

ORAL ARGUMENT SCHEDULED FOR DECEMBER 11, 2018Consolidated Case Nos. 18-1063 & 18-1078

IN THE

**United States Court of Appeals
for the District of Columbia Circuit**

DUQUESNE UNIVERSITY OF THE HOLY SPIRIT,

Petitioner/Cross-Respondent,

v.

NATIONAL LABOR RELATIONS BOARD,

Respondent/Cross-Petitioner,

and

UNITED STEEL, PAPER AND FORESTRY, RUBBER, MANUFACTURING,
ALLIED-INDUSTRIAL AND SERVICE WORKERS INTERNATIONAL
UNION, AFL-CIO-CLC,

Intervenor for Respondent.

On Petition for Review of a Decision and Order of the National Labor Relations
Board and Cross-Application for Enforcement

JOINT APPENDIX—VOLUME IV OF IV (JA706 to JA1188)

STANLEY JOSEPH BROWN
IRA M. FEINBERG
HOGAN LOVELLS US LLP
875 Third Avenue
New York, NY 10022
(212) 918-3000

ELIZABETH HEANEY
HEATHER BEARD
NATIONAL LABOR RELATIONS BOARD
1015 Half Street, SE
Washington, DC 20570
(202) 273-1743

*Counsel for Petitioner/Cross-
Respondent*

*Counsel for Respondent/Cross-
Petitioner*

**Additional counsel on inside cover*

JOEL D. BUCKMAN
HOGAN LOVELLS US LLP
555 13th Street, NW
Washington, DC 20004
(202) 637-5600

AMY FOLSOM KETT
HOGAN LOVELLS US LLP
Park Place II, Ninth Floor
7930 Jones Branch Drive
McLean, VA 22102
(703) 610-6100

ARNOLD E. PERL
GLANKLER BROWN, PLLC
6000 Poplar Avenue
Suite 400
Memphis, TN 38119
(901) 525-1322

MADELYN A. REILLY
DUQUESNE UNIVERSITY
505 Old Main
600 Forbes Avenue
Pittsburgh, PA 15282
(412) 396-5181

*Counsel for Petitioner/Cross-
Respondent*

PETER B. ROBB
JOHN W. KYLE
LINDA DREEBEN
NATIONAL LABOR RELATIONS BOARD
1015 Half Street, SE
Washington, DC 20570
(202) 273-1743

*Counsel for Respondent/Cross-
Petitioner*

JAMES B. COPPESS
815 Sixteenth Street, NW
Washington, DC 20006
(202) 637-5337

AMANDA FISHER
NATHAN KILBERT
60 Boulevard of the Allies
Five Gateway Center
Room 807
Pittsburgh, PA 15219

Counsel for Intervenor for Respondent

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EXHIBIT NO. ER-55 RECEIVED ☒ REJECTED ☐

06-RC-080933
CASE NO. _____ CASE NAME Duquesne

NO. OF PAGES 5 DATE _____ REPORTER EOF

Commonweal

Published on *Commonweal magazine* (<http://commonwealmagazine.org/>)

Distinctively Catholic

Keeping the Faith in Higher Education

Created 03/22/2010 - 12:57pm

James L. Heft

Scholarship inspired by Catholicism bears on real-life issues, not just for the benefit of professors or students, but for everyone, and especially the poor. A Catholic intellectual community does not lead students to decide who they *want* to be; it helps them discover who they have been *called* to be.

In the twenty years since Pope John Paul II issued *Ex corde ecclesiae* ("From the Heart of the Church"), his apostolic constitution on Catholic universities, progress has been made in articulating and reinvigorating the Catholic identity of the more than two hundred and thirty Catholic universities and colleges in the United States. Still, significant work remains to be done, especially in clarifying the distinctive intellectual foundations on which any university that calls itself Catholic must rest.

Once it was commonplace to assume that secularization and scientific and economic progress would eventually stamp out religion along with other "superstitions." Yet the death of religion, to paraphrase Mark Twain, has been greatly exaggerated. Both here and across the globe, religion continues to influence nearly every aspect of society. To be sure, modernity has purified religion of some of its pretensions. In the West, the church now recognizes the autonomy of science, defends the separation of church and state, and affirms religious freedom. At the same time, the church has demonstrated great resilience. Religion evidently is here to stay.

Yet for the most part, the secular academy remains indifferent, if not openly hostile, to traditional religion. While there has been a renewed interest in the study of religion in the history and sociology departments of some campuses, most secular universities are dismissive of the study of religion and especially theology. There are several reasons for this, one of which is the prevalence of "postmodernism." Found mainly in the humanities and the social sciences, postmodernism comes in two forms: hard and soft. Hard postmodernism proclaims the end of metaphysics, the end of all "totalizing" narratives (itself a totalizing narrative), and the reduction of all knowledge claims to various forms of power. Obviously, hard postmodernism is deadly for Christianity; it attacks Christian truths as ideologies of control and oppression. On the other hand, Catholic scholars should welcome soft postmodernism, for this way of thinking recognizes that a purely objective and totally accurate expression of reality is impossible, that the realities of power, gender, and coercion cannot be ignored, that all concepts have a history, and that all truths need to be put in their historical and cultural context. Rightly understood, a soft postmodernism helps us avoid both the pretensions of absolutism and a paralyzing relativism.

The academy's reluctance to study religion has gone hand-in-hand with the professionalization of the disciplines. Over a hundred years ago, American academics, inspired by their German counterparts, began to organize themselves into separate departments, which established their own journals and professional societies. The professionalization of the academy took place when the influence of science was at its peak. No doubt professionalization has increased methodological rigor and promoted more

original research, but professionalization has also had negative consequences, one of which is called "physics envy": many academics think that unless their research is empirically verifiable, it will be dismissed as mere opinion. The best scholars know better, because they understand the limits of their methods. But because most religious claims are not, strictly speaking, empirically verifiable, few professors in the modern academy take the study of religion seriously. Most major secular universities have no room for theologians; those that do tend to isolate them in schools of divinity, where they are often seen not as producers of new knowledge but as trainers of students entering the ministry.

In the face of these powerful cultural forces, what can Catholic intellectuals bring to the modern academy? First and most obviously, our tradition values tradition. If Catholics were to rely primarily—or only—on the study of biblical texts, they would bypass centuries of philosophy and theology, to say nothing of art, music, literature, and architecture. An emphasis on tradition underscores the importance of human reason, the recognition of which should open Catholics to dialogue with anyone who might have something to teach them. The former dean of Notre Dame's College of Arts and Letters, Mark Roche, explains that for the Catholic intellectual "every position is to be entertained and weighed in the service of truth." Secularization and the professionalization of the disciplines have certainly made it difficult for many Catholics to function publicly as intellectuals, and in doing so to serve the truth. Worse, both secularization and postmodernism tend to separate religious desire from religious tradition—that is, they separate spirituality from religion. For Catholics, spirituality and communal religious practices should be intimately related: if you separate them, they both die.

Catholic intellectual tradition is rooted in specific religious beliefs and practices—most fundamentally, the Incarnation, the Trinity, and the Eucharist. Even before the Word became flesh, the Jewish tradition affirmed that all creation is good because it is from God. Jews, Christians, and Muslims together affirm that human beings are created in the image and likeness of God. Christians believe that the dignity of that image is made most clear in the person of Jesus Christ, the human face of God. But Jesus is not all there is of God: Christians also affirm the existence of the Trinity—the Father, the Son, and the Holy Spirit—which means that Christians understand God as a community of persons. Catholic Christians build their own community of persons through the sacraments, primarily through the celebration of the Eucharist. Catholic beliefs and practices ground a university education in a common search for the truth and a dedication to the common good. Scholarship inspired by Catholicism bears on real-life issues, not just for the benefit of that very small percentage of humanity fortunate enough to be professors or students, but for everyone, and especially the poor. A Catholic intellectual community does not lead students to decide who they *want* to be; it helps them discover who they have been *called* to be. The key concern is not personal identity but dedication to God and to others.

Moreover, because reason and faith are intimately related in the Catholic tradition, every part of a Catholic school's curriculum should be informed in some way by philosophical, ethical, and theological perspectives. In professional education, such as medicine, the Christian vision of the human person will fundamentally shape the care given the sick, the poor, and especially the dying. In the study of history, the presence, forms, and vitality of various religions are studied as an integral part of the human story. The teaching of philosophy will not ignore the vital relationship that has existed for centuries between philosophy and theology (even if much of modern philosophy severs that relationship). In other words, at a Catholic university, Catholic intellectual traditions will affect all aspects of the curriculum, and even determine some of the majors that are offered.

Most important, the Catholic intellectual tradition seeks to integrate knowledge. There ought to be connections between all the subjects studied because everything that is studied has its source, ultimately, in God. This is a daunting task given the enormous expansion of knowledge in the past hundred years. Today, courses are taught by professors who may know nothing about what their colleagues in other departments—and sometimes even in their own—are teaching. Still, Catholic universities must resist the fragmentation of knowledge typical of secular universities. Scholars who rely

exclusively on already established methodologies within their disciplines will prematurely dismiss important questions they don't yet know how to answer. In the words of Denys Turner, they "reverse the traffic between questions and answers so as to permit only such questions to be asked as we already possess predetermined methodologies for answering, cutting the agenda of questions down to the shape and size of our given routines for answering them." This approach spells the death not only of the liberal arts, but of all our disciplines—and certainly the death of Catholic universities, which ask unanswerable questions even of God.

Fostering the distinctive characteristics of Catholic intellectual life also faces administrative and economic challenges. The commercialization of American culture tends to reduce human activity to exchange; it restricts the idea of value to a single, narrow measure—that of economic power. A friend of mine describes the United States as an economy with a culture loosely attached. Commercialization affects everyone in the academy: administrators, faculty, and students.

Administrators, including members of boards of trustees, become agents of commercialization when they rely entirely on models borrowed from the business world—models that maximize revenue, bureaucratize all transactions, and speak of faculty as "employees" and students as "customers." Development and public-relations staff become agents of commercialization when they focus on "branding," especially when this means reducing the mission of the university only to what is popular and sells. Some accrediting agencies expect faculty to quantify all the important outcomes of what they do. Of course, any university that does not balance its budget will eventually cease to exist: "No margin, no mission." But the mission of a Catholic university is about much more than a good margin. In Einstein's words, "Everything that counts cannot necessarily be counted."

The faculty is commercialized when professors are more concerned with increasing their salaries than with their responsibility to teach and do research that contributes to the common good. Similarly, students can become so focused on acquiring marketable skills and landing good (that is, well-paying) jobs that they see no value in the liberal arts—no value in exploring the theological and philosophical questions inseparable from a life of genuine reflection. Catholic colleges and universities should help students see beyond what they want (or think they want) to what they most need: an integrated education rooted in a distinctive religious tradition that will sustain them in whatever professions they choose.

Faculty who are skeptical about the intellectual relevance of a Catholic university's religious mission pose another problem. They may not see how the Catholic intellectual tradition relates to their discipline and research. Or they may assume that the university's religious mission is only pastoral and should be outsourced to campus ministry and the theology department. They may think that being teachers at a Catholic university means simply being fair and kind to their students—which is, of course, a good thing. Or they may think that research that draws on Catholic intellectual traditions cannot be challenging or worthwhile.

Hiring faculty who are sympathetic to the mission of a Catholic university is thus critical. It is a false choice to think one must hire either for mission or for diversity. Hiring a diverse group of people who embrace a single mission is the answer. In order to "hire for mission," search committees must understand the religious mission of their university in intellectual terms. *Every* search committee has a mission in mind when it hires. It is not illegal to ask faculty candidates how their research might contribute to the institution's mission. Faculty from other faiths, and even no faith, can and do make valuable contributions to the mission of Catholic universities. (Disaffected Catholic professors, especially when they are tenured, often pose the greatest obstacle to strengthening the Catholic identity of a university.) Nor does "hiring for mission" inevitably lead to an inner and outer circle among faculty. It all depends on how faculty and administrators go about it.

One way to deal with legitimate concerns raised by policies to strengthen Catholic identity is to spend time—lots of time—talking with chairs of departments and faculty search committees about why it's important to hire for mission, and even how *not* to go about it. However many years they have spent at a Catholic university, faculty need regular opportunities to learn or to reconsider what it means to teach and do research at a Catholic institution. Book discussions, cross-disciplinary faculty seminars, and carefully designed general-education programs are all good ways to promote the university's mission. This is especially true for untenured faculty, who are likely to be the most receptive to opportunities to learn about how Catholic intellectual traditions can enrich work across all disciplines.

All candidates for faculty positions—whether Catholic or not—should be able to contribute to the intellectual mission of the institution. I did *not* write “the intellectual *and* the religious missions” of the university. This point is fundamental: no sharp distinction should be drawn between these two closely related aspects of the Catholic university's mission. Seeking the truth of things, whether in science or the humanities, is a religious act. Faculty must be dedicated to that search for truth. Depending on their academic disciplines, some faculty will be more able than others to incorporate intellectual themes related explicitly to Catholic intellectual traditions. Diversity needs to be sought and respected, but it is more important that all diversity enrich the mission of the university as a Catholic university—that all diversity be within, not parallel or indifferent to, that mission.

Another important issue facing Catholic universities concerns the meaning of academic freedom. The American Association of University Professors (AAUP) is dedicated to protecting the rights of individual professors against the actions of arbitrary administrators, board members, politicians, and anyone else outside the academy. The AAUP stands for some very good things. For example, it insists on rigorous peer review and due process. Catholic universities have learned a great deal from the AAUP about the rights and responsibilities of individual professors. But the secular understanding of academic freedom has consequences when it is adopted without qualification by Catholic universities, where a specific intellectual tradition should be privileged, and where philosophy and theology occupy a special place in the curriculum. Catholic universities need to be able to insist that all faculty show respect for a theologically grounded ethics and a willingness to engage with the church's intellectual resources. The secular notion of academic freedom gives no importance to strengthening Catholic distinctiveness. This is ironic, since secular liberal organizations say they support pluralism; and Catholic universities, if they can be substantively distinct, will contribute to the needed pluralism of American higher education.

The public perception of a school's Catholic identity presents yet another problem. Since the Enlightenment, cultural elites have criticized the Catholic Church as the major opponent to intellectual progress, while negative media images of the contemporary Catholic Church make rehabilitating the word “Catholic” problematic for many. It needs to be acknowledged that some Catholic leaders have contributed to that perception. But it is a mistake to respond to such criticisms by limiting a distinctively Catholic mission to the pastoral care of students. Nor is it sufficient to describe mission only in terms of the charisms of the religious orders that have founded Catholic colleges and universities. Some orders have richer intellectual and spiritual traditions than others; none, however, has the depth and variety of intellectual and spiritual traditions of Catholicism as a whole. It makes sense, therefore, to emphasize Catholic intellectual and spiritual traditions first, before moving on to the particular embodiment of those traditions that individual religious orders provide.

This brings us to the tendency of some people in the academy to privilege the so-called small-“c” over so-called capital-“C” of Catholicism. Advocates of small-“c” Catholicism focus on ideas that many non-Catholics, and not only a few Catholics, find acceptable. They affirm a both/and approach, promoting a capacious understanding of natural law, human rights, and the humanity that everyone shares. These are important truths, to be sure, but left out are what many consider the less attractive truths of Catholicism—namely, the magisterium, dogmas, and certain moral teachings that seem increasingly hard to defend. Instead of speaking of Jesus and the church, small “c” advocates speak of the Christian

heritage. Uncomfortable with the concrete details of the gospel (Jesus and his community of believers), some schools speak instead of the "values" of Jesus and the "heritage" of the Christian community.

Sometimes there are legitimate reasons for emphasizing the small "c." Yet the situation for Catholic universities today calls for something bolder. If one omits the big "C"—the distinctive theological dimensions of Catholicism—the small "c" soon morphs into Christian "values," and from there it often collapses into a bland humanism. Eventually, what is truly distinctive of Catholic Christianity will disappear altogether. Catholic scholars need to understand that they can be more inclusive precisely because of the big-"C" elements of Catholicism. Catholics are committed to ecumenical and interreligious dialogue and research *because* of, not in spite of, their Catholic faith. Rightly understood, the big "C" broadens the intellectual horizon. That some Catholics will then push some nondogmatic teachings as though they were dogmatic, that some members of the hierarchy will seek to close off thinking that is critical but still faithful, that some members of the laity will continue to describe a legitimate diversity of positions among Catholic scholars as heresy—none of these predictable difficulties should lead Catholic universities to retreat from the particulars of the church's tradition.

Finally, Catholic scholars should be aware not only of what they can offer the church, but also of what the larger church can offer them. Professors and administrators note with sadness the distrust many bishops have of Catholic colleges and universities. That unfortunate distrust, however, should not keep academics from acknowledging what Catholic colleges and universities might learn from the larger church. The Catholic intellectual tradition, which presupposes the interplay of faith and reason, can never be reduced to fundamentalism, be it biblical or papal. Tradition is a socially embodied and historically extended debate, not only about interpretations of Scripture, but also about the interpretation of the constant but still-evolving and historically conditioned teachings of the magisterium. An international church with real teaching authority helps local colleges and universities avoid the pitfalls of nationalism and other kinds of idolatry.

Absent a vibrant Catholic intellectual tradition, the forces of the market economy may well overwhelm our colleges and universities, reducing them to training grounds that produce students who fit seamlessly into seriously flawed corporate or government institutions. If leaders and scholars draw freely and deeply on Catholic tradition, universities can offer a distinctive nonsecularized form of higher education, one that will make a major contribution to the life of the whole church as well as the secular world.

This article is adapted from a lecture presented last fall in Rome at the General Assembly of the International Federation of Catholic Universities.

EXHIBIT NO. ER-57 RECEIVED ✓ REJECTED

06-RC-080933

CASE NO. CASE NAME Duquesne

NO. OF PAGES 1 DATE 1/28/15 REPORTER ECF



Interdisciplinary Scholar Leading New Center for the Catholic Intellectual Tradition

August 9th, 2012

Dr. Darlene Fozard Weaver has been selected as the director of the new Center for the Catholic Intellectual Tradition at Duquesne University.



In her new role, Weaver will encourage interdisciplinary work to foster curricular cooperation and sustain ongoing research at Duquesne. "The primary focus of the institute is going to be to support but also to highlight and showcase the ways in which the work already being done here engages the Catholic intellectual tradition," said Weaver. "We will continue with the Paluse Mission-Related research awards, but also will explore the possibility of sponsoring competitions for collaborative teaching enterprises and research projects on common themes. We can create conversations and partners here at Duquesne that would bear fruit for years to come."

The former director of Villanova University's Theology Institute, an interdisciplinary forum for examining religious, cultural and political issues, Weaver also served as an associate professor of theology, exploring ethical issues such as fundamental moral theology, health care ethics, ethics and the family, and sexual and reproductive ethics.

Weaver's own research often involves interdisciplinary inquiry. For instance, one of her current interests focuses on "safe haven" laws that allow anonymous drop-off of babies at certain locations and the putative father registries that are sometimes used to terminate fathers' parental rights. She is examining the erosion of men's parental rights and ways to educate young people about their generative responsibilities. Even in this work, she sees how an interdisciplinary effort-sociology, political science, law, health sciences and nursing, for instance-might yield different perspectives.

"With her focus on the intersection of ethics and contemporary life, Weaver is a wonderful fit with the vision of Duquesne's Spiritan founders," said the Rev. James McCloskey, C.S.Sp., vice president for mission and identity. "Her leadership in the center will guide the campus community and inspire scholars and seekers everywhere."

Weaver's most recent book, *The Acting Person and Christian Moral Life*, examines the person as a moral agent and how our moral code mediates our relationship with God and others.

Weaver received her doctoral degree from the University of Chicago, her master's from Yale Divinity School and her undergraduate degree from Carnegie Mellon University.

She and her family are living in Pittsburgh.

Duquesne University

Founded in 1878, Duquesne is consistently ranked among the nation's top Catholic research universities for its award-winning faculty and tradition of academic excellence. The University is nationally ranked by U.S. News and World Report and the Princeton Review for its rich academic programs in 10 schools of study for nearly 10,000 graduate and undergraduate students, and by the Washington Monthly for service and contributing to students' social mobility. Duquesne is a member of the U.S. President's Higher Education Community Service Honor Roll with Distinction for its contributions to Pittsburgh and communities around the globe. The U.S. Environmental Protection Agency and the Princeton Review's Guide to Green Colleges acknowledge Duquesne's commitment to sustainability.

ERS-7

JA713

Catholic Artistic Imagination

The Center for the Catholic Intellectual Tradition invites you to a conversation on

FRIDAY, DECEMBER 6, 2013, FROM 3:30-5 P.M. • 613 DUQUESNE UNION



DUQUESNE
UNIVERSITY

DIVISION OF MISSION AND IDENTITY



JA714

ER60

The Center for the Catholic Intellectual Tradition invites you to a conversation on Catholic Artistic Imagination

FRIDAY, DECEMBER 6, 2013, FROM 3:30-5 P.M. • 613 DUQUESNE UNION

Please join us for the second reception in our series exploring the idea of a Catholic Artistic Imagination.

Rublev's Icon of the Trinity

Friday, Dec. 6, 2013

3:30 - 5 p.m.

613 Union

Join us for wine, hors d'oeuvres and stimulating conversation. Our series continues with a consideration of iconographic representations of the Lord's appearance to Abraham in the form of three men (Gen. 18). Early Western and Eastern icons interpreted this passage Christologically. The Russian iconographer *Andre Rublev*, in his famous icon on the Trinity, illustrated the same event as an interaction between the three persons of the Trinity and an invitation addressed to the viewer to participate in the life of the Trinity. *Dr. Radu Boreianu* will share his expertise in a relaxed setting.

Faculty, staff and graduate students are welcome to attend. Space is limited. Please RSVP at www.duq.edu/cit.

Cover art, left to right: The Trinity, as depicted on the ceiling of a Greek Orthodox church; icon of the Trinity, written by Andre Rublev and The Hospitality of Abraham, an icon said to be the inspiration for Rublev's Trinity.

EXHIBIT NO. ER-60 RECEIVED ✓ REJECTED

06-RC-080933

CASE NO. CASE NAME Duquesne

40, OF PAGES 4 DATE 4/28/15 REPORTER ECF

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40, OF PAGES 4 DATE 4/28/15 REPORTER ECF



MONDAY, APRIL 13, 2015, 4-5:30 P.M. • AFRICA ROOM



**DUQUESNE
UNIVERSITY**

DIVISION OF MISSION AND IDENTITY



The Center for the Catholic Intellectual Tradition invites you to a conversation on

MONDAY, APRIL 13, 2015, 4-5:30 P.M. • AFRICA ROOM



DUQUESNE
UNIVERSITY

DIVISION OF MISSION AND IDENTITY



MONDAY, APRIL 13, 2015, 4-5:30 P.M. • AFRICA ROOM

Please join us for the seventh event in this year's series exploring the idea of a Catholic Artistic Imagination.

Fume Fume: An encounter with a traditional dance from Ghana

Traditional music in Ghana often combines song, rhythm and dance into an immersive, communal experience, shared by people of different ages, backgrounds and musical abilities.

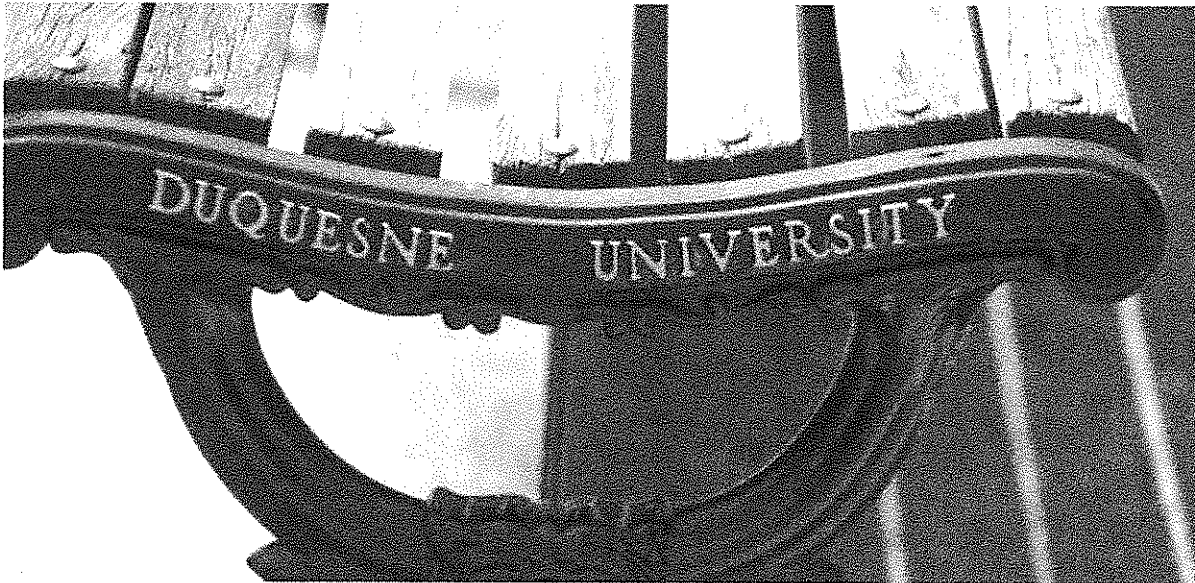
In this experiential and informal presentation, Dr. Joseph Sheehan, assistant professor of music, will share a recreational dance from southern Ghana named Fume Fume. Be prepared to sing a song, perform rhythms and try some dance movements! While learning the music, we will uncover relationships between movement, language and rhythm; and see how the musical structure allows for creativity and flexibility. We will also discover a wonderful approach to performance practice that contrasts with many Western musical activities.

End your workday with wine, hors d'oeuvres and stimulating conversation with us in a relaxed setting.

Faculty, staff and graduate students are welcome to attend. Space is limited. To RSVP, email Judi O'Brien at obrienj3@duq.edu.

For more information, visit: www.duq.edu/cit

Bridget M. Fare-Obersteiner 1442
Associate Vice President
Public Affairs
406A Koren Bldg
15282-2221



Caption:

Part-Time Faculty Mission Micro-grant

PART-TIME FACULTY MISSION MICRO-GRANT

SPONSORED BY

THE CENTER FOR THE CATHOLIC INTELLECTUAL TRADITION

THE DIVISION OF MISSION AND IDENTITY

DUQUESNE UNIVERSITY

OBJECTIVE

We are pleased to announce the Part-time Faculty Mission Micro-grant competition, an important university-wide internal funding opportunity for Duquesne University's Part-time Faculty. Eligible faculty who are working in any academic discipline are

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encouraged to apply. The grants are intended to support faculty work that engages resources in the Catholic intellectual tradition. Grant awards will be \$500 each. Up to eight grants will be awarded in the Spring, 2015 semester.

PART-TIME FACULTY AND THE MISSION OF DUQUESNE UNIVERSITY

Part-time Faculty contribute to the mission of Duquesne University. They share scholarly expertise, clinical and professional experience, and pedagogical skills. Part-time Faculty Mission Micro-grants are intended to support scholarly, curricular, and professional development opportunities that reflect Duquesne's mission and engage resources in the Catholic intellectual tradition. All inquiry in search of the truth and in service to the human and common good contributes to the mission of Duquesne. Accordingly, a very wide range of research projects would fit within the scope of the Part-time Faculty Mission Micro-grants program. Moreover, the best insights of the Catholic intellectual tradition include openness to dialogue and commitments to non-defensive engagement. Projects that engage the intellectual resources of other faith traditions and relate these to the mission of Duquesne are welcome. Examples of fundable projects include: travel to a conference to present scholarship engaged with Catholic intellectual traditions; resources for a research project related to Catholic intellectual tradition; operating costs for a class project or field trip related to Duquesne's mission; faculty development projects that integrate Catholic intellectual resources into one's scholarship or teaching.

Proposals should be explicit regarding the relation of the research topic to Duquesne's mission. Faculty are encouraged to confer with the Director of the Center for the Catholic Intellectual Tradition to discuss how particular proposals meet the micro-grants program objectives.

Part-time Faculty Mission Micro-grants are made possible through the support of the Office of the Provost and the Division of Mission and Identity.

ELIGIBILITY

We invite part-time faculty who meet the following requirements to apply for the Part-time Faculty Mission Micro Grant:

- * Advanced degree in faculty member's discipline.
- * Faculty member must have taught for Duquesne four semesters in the last three years prior to applying for the Part-time Faculty Mission Micro-grant. Summer session teaching may be included in this tally.

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- * Faculty who have received a Mission Micro-grant in the past may reapply in future grant cycles provided: 1) the faculty member met the reporting requirement for the previous grant (see below) and 2) funding is sought for a different project.

APPLICATION DEADLINES

- * Applications are due on or before March 9, 2015
- * Awards will be announced on or before March 30, 2015
- * Report of Project Outcomes is due on or before December 1, 2015

APPLICATION REQUIREMENTS

1. Cover sheet (Documents/catholic-social-thought/ pdf/cover sheet-form.pdf), available at www.duq.edu/cit (<http://www.duq.edu/cit>), with signatures from the applicant's Chair and Dean.
2. Narrative: The narrative should not exceed five double spaced pages; this does not include the cover sheet, curriculum vitae, budget or list of classes taught. The narrative should state:
 - a. The scholarship, curricular project, or faculty development that the micro-grant would support and its significance
 - b. Relation to the mission of Duquesne University and the Catholic intellectual tradition
 - c. Schedule or timeframe for the project
 - d. For scholarly and curricular projects: describe the methodology and assessment standards;
 - e. For faculty development projects: rationale and anticipated impact
3. One page curriculum vitae
4. One page budget
5. One page list of courses taught for Duquesne and academic sessions during which they were offered
6. Proposals involving human subjects require approval from the

Institutional Review Board (IRB) for the Protection of Human Subjects.

7. Submit your application materials electronically as .pdf file to weaverd1@duq.edu (<mailto:weaverd1@duq.edu>) by March 9, 2015.

BUDGET

Applications must include a one page budget. Faculty may apply for up to \$500 in funding. The funds may not be used for salary. Examples of eligible expenses are travel, materials, or fees. These examples are merely illustrative and do not exclude other eligible expenses in accordance with university policy. Spring micro-grant funds will be dispersed by June. Fall micro-grant funds will be dispersed by the following January. Funds must be spent in accordance with University policies and procedures.

REVIEW

The Part-time Faculty Mission Micro-grant program is administered by the Center for the Catholic Intellectual Tradition. Applications will be evaluated by an *ad hoc* committee. Committee members include:

- Bruce Beaver, Ph.D., Professor of Chemistry and Biochemistry
- Andrea Chester, MA., Adjunct Professor of English
- Sr. Rosemary Donley, Ph.D., APRN, FANN, Professor, Jacques Laval Chair for Social Justice
- Joseph Kush, Ph.D., Associate Professor of Instructional Technology
- Darlene Fozard Weaver, Ph.D., Associate Professor of Theology, CCIT Director

The Committee will consider the merit of proposals based on the grant objectives stated above.

POST-AWARD REPORT OF PROJECT OUTCOMES

Grant winners are required to submit a Report of Project Outcomes to the Center for the Catholic Intellectual Tradition. The report must:

- * state the work completed during the grant period and assess the research completed in light of the objectives and timeframe in the grant proposal,
- * indicate how the research is being disseminated and include a copy of any published outcome if appropriate, and
- * provide an updated account detailing how grant funds were spent.

Submit all post-award materials electronically to weaverd1@duq.edu (<mailto:weaverd1@duq.edu>). Reports will be shared with the grant recipient's Chairs, Deans, the Office of the Provost, and the Vice-President for Mission and Identity.

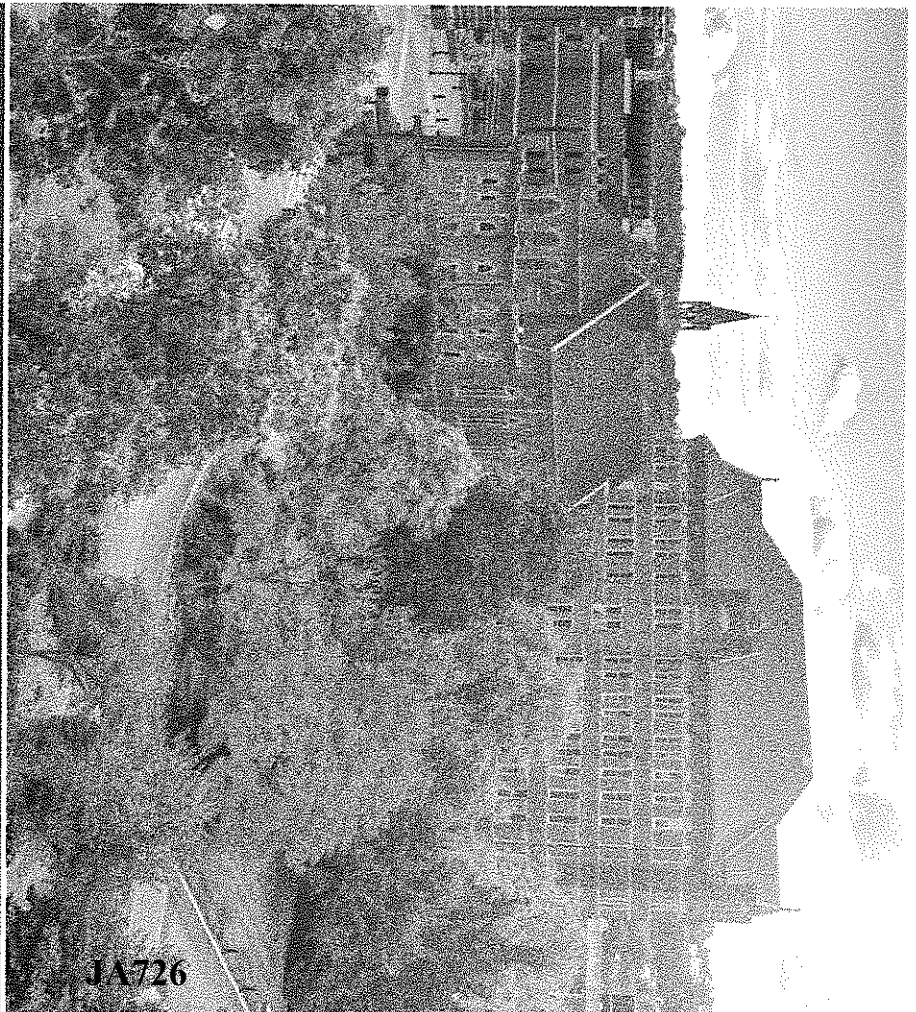
Please acknowledge the support of the Part-time Faculty Mission Micro-grant program in publications and presentations connected to the grant project.

[Cover Sheet Available Here \(Documents/catholic-social-thought/ pdf/cover sheet-form.pdf\)](#)

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DUQUESNE UNIVERSITY
DIVISION OF MISSION AND IDENTITY
600 FOREST AVENUE
PITTSBURGH, PA 15282



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Part-Time Faculty Mission Micro-Grant
SPONSORED BY
The Center for the Catholic Intellectual Tradition at Duquesne University

DUQUESNE
UNIVERSITY
DIVISION OF MISSION AND IDENTITY

Part-Time Faculty Mission Micro-Grant

The Duquesne University Part-Time Faculty Mission Micro-Grant competition is an important University-wide internal funding opportunity for part-time faculty members working in any academic discipline. The program supports scholarly, curricular and professional development opportunities that reflect Duquesne's mission and engage resources in Catholic intellectual tradition, broadly understood. Up to eight grants of up to \$500 each will be awarded in the Spring 2015 semester.

Applications are due on or before March 9, 2015
Awards will be announced on or before March 30, 2015
Report of Project Outcomes is due on or before December 1, 2015

2014 WINNERS AND THEIR ABSTRACTS INCLUDE:

MARCO CENTURIONE, INTERNATIONAL RELATIONS

Project: Participation of four students to SUNY Model EU 2015 in New York City
The participation in the Model EU simulation has special relevance to the Spiritan mission in terms of attentiveness to global concerns and of educating young men and women to serve humanity. It is deeply related to the Spiritans' charism of encouraging students to come to understand themselves as active world citizens who are closely linked to, and therefore called to work for, the mission of the Congregation of the Holy Spirit and of Duquesne: collaboration, dialogue, responsible action and civic engagement.

MIREA CSORBA, HISTORY

Project: Travel funding to study collections of African art at major mid-Atlantic state museums
In my view, the research I propose in African art is very much consistent with the values implicit in Spiritan commitments to understanding the Other. Given Duquesne's interest in promoting knowledge of African culture in our academic curriculum, especially in areas where a Christian presence has been embedded since the Byzantine period, study of the form of Christian architecture can result in a very interesting case study of how vernacular traditions may be elasticized to integrate influences and accommodate the needs of the Christian liturgy.

MILDRED LOPEZ ESCUDERO, MODERN LANGUAGES AND LITERATURES

Project: Travel funding to present a paper entitled, *Topografías corporales, figuraciones literarias y performance en la ciudad festiva, Cuando Sara Chura Despierte (2003)*
My research complements the mission of Duquesne University to welcome diversity and foster cultural awareness because it studies how contemporary narratives portray indigenous South American communities in their migratory experiences and cultural struggles in a context of a Catholic celebration. My work reflects and contributes to Catholic intellectual tradition because it focuses on the cultural and religious rituals that Catholicism played in maintaining ethnic identity for many indigenous migrant communities who migrate from rural areas to the city.

CHRISTINE LORENZ, HISTORY, ART DIVISION

Project: Professional development support for exhibition production costs of fine art photographs entitled, *Clamshell Plastic Studies*
The photographs have a way of defamiliarizing this material, plastic, that we take for granted: we are noticing something that we typically think little about, and we feel compelled to resolve how we feel about it. A compelling moment of notice can lead to consideration of just how much this plastic is out there, what we do with it, and how much of it we may individually be responsible for. The impetus to change our thinking and our behavior, to be open to more sustainable ways of living, is charged by such moments of unexpected engagement. This is part of what it means to take seriously the University's directive to value our environment and seek solutions to global problems.

DORIT SASSON, ESL

Project: Professional development support for Cultural Narratives for UCOR Students in the ESL Program
With regard to Spiritan identity and mission, my faculty development project responds to issues of peace and justice through themes of tolerance and greater understanding of the immigrant experience. This issue also has special relevance to the Spiritan mission in terms of building global understanding and mutual respect in the pursuit of academic excellence. These outcomes are acquired and sustained when students learn about other cultures through the experience of reading.

ED SCHROTH, ENVIRONMENTAL STUDIES

Project: Curricular support for Science at the Service of Society
Science at the Service of Society is a teaching method used by the Bayer School to help our science students bring classroom theory to community practice while also strengthening Duquesne University's relationship with the Greater Pittsburgh community. Our efforts are driven by values and practices that are informed by the institutional mission of our founders, the Congregation of the Holy Spirit: collaboration, sustainable relationships and responsible action.

PATRICIA SHEAHAN, EDUCATION

Project: Curricular support for Guest Speaker Series for Social Justice in Educational Settings Course
My course uses the arts to foster theoretical and conceptual understanding of the issues, meanings, and problems of social justice, as well as critical analysis aimed at transforming social, political, economic and educational systems. It is important to me that my students engage with people who share the mission of Duquesne University. The guest speakers I want to invite to my classroom exemplify a profound concern for moral and spiritual values in environments that are open to diversity. Through their art, they openly express and live these values. Their work and experiences enrich student understanding beyond textbook approaches to social justice.

The Part-Time Faculty Mission Micro-Grants are made possible through the support of the Office of the Provost and the Division of Mission and Identity.

For more information and to view past recipients, visit www.duq.edu/cit.



Executive Resolutions of the Board

* Formerly called "Statutes"

PREAMBLE

The role of Duquesne University is to serve the Pittsburgh community, the Commonwealth of Pennsylvania, the nation and the international community, without discrimination for reasons of age, sex, race, creed or national origin, by providing students of good moral character with opportunities for the pursuit of higher education and the attainment of a high sense of moral and social responsibility. These Executive Resolutions of the Board will be construed and administered with a view to the best realization of these ideals.

INTRODUCTION

The Board of Directors adopts certain resolutions, as it deems necessary or appropriate for the proper conduct of the business and affairs of the University, and designates them as "Executive Resolutions of the Board. Bylaws, Article X.

EXECUTIVE RESOLUTION I

Officers of the University and University Chaplain

Part I. Officers of the University

A. THE PRESIDENT.

1. The president is the chief executive officer of the University and has the powers and duties set forth in Bylaws, Article VIII, 8.3. It is the President's responsibility to implement all orders and resolutions of the Board of Directors.

The President is the official medium of communication between all components of the University and the Board of Directors. It is incumbent on the President to insure that faculty and student views, including dissenting views, are presented to the Board in those areas and on those issues where responsibilities are shared, and that similarly the faculty and students are informed of the views of the Board and the administration on like issues.

2. The President shall recommend to the Board of Directors candidates for the positions of Vice Presidents. The candidate for the position of Vice President for Mission and Identity shall necessarily require the approval of the Corporation. In making a recommendation for the positions of Vice Presidents (other than for Mission and Identity), the President shall consider input from the University constituencies to assist in identifying candidates for the election of the positions and may do so through the utilization of a Committee which shall function under the supervision and instruction of the President.

3. The President shall at his sole discretion make appointments to the academic and non-academic positions in the University after receiving the recommendation of the appropriate Vice President. Except where election is prescribed by Executive Resolution of the Board, the President shall at his sole discretion have the power to appoint members of all other University-wide committees and to regulate the membership and functions of such committees.

4. The role of President is the most visible one in the University and personifies the spirit which the University has maintained since its inception. In the selection of a President, such ideals are met by preferential consideration of qualified successors of the founders of the University.

The Board of Directors shall elect the President subject to the approval of the Corporation. These governing bodies shall appoint a Committee to assist in identifying candidates for election to the position. The committee shall be chaired by the Chairman of the Board of Directors or his/her designee. The General Counsel or Vice President for Legal Affairs and General Counsel shall serve as an ex officio member of this Committee. The Committee shall not exceed 11 in number. Other members of this Committee may be drawn from the Board of Directors, the Corporation, Officers, Deans or Faculty of the University. This committee shall seek input from the University constituencies.

B. VICE PRESIDENT FOR ACADEMIC AFFAIRS.

1. The Vice President for Academic Affairs shall be responsible, under the President, for the educational operations of the University and shall have powers and duties set forth in the Bylaws.

2. The Vice President for Academic Affairs obtains the opinions of the Academic Deans in formulating policies and practices relating to their particular College and Schools, and as each relates to the College or other Schools and to other academic areas in the University.

3. It is the responsibility of the Vice President for Academic Affairs to see that the Academic Deans and academic support-staff discharge the duties of their offices.

4. The Vice President for Academic Affairs shall be responsible under the President for academic planning and for the preparation and administration of the budget for all academic activities.

5. Upon request of the President, and with the approval of the Board of Directors, the Vice President for Academic Affairs may be designated the Provost of the University.

C. VICE PRESIDENT FOR MANAGEMENT AND BUSINESS.

1. The Vice President for Management and Business shall be responsible, under the President, for the administration of the business and financial operations of the University, and for reporting on the business financial condition of the University. The Vice President shall have the powers and duties set forth in the Bylaws.

2. The Vice President for Management and Business shall be responsible, under the President, for the administration of all real estate and other property, plant operation and maintenance, contracts

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administration, human resource management, computer and management information systems, office services, public safety, special and auxiliary services and the appointment and supervision of personnel responsible for the operation of the business and financial affairs of the University, and for the preparation and administration of the budgets for these areas.

3. The Vice President for Management and Business shall be responsible, under the President, for financial planning, accounting and fiscal management of the University and monitoring student organization funds as well as University loan funds, capital campaign funds, grants funds and all other incoming funds resulting from the Development Department and other University effort. The Vice President for Management and Business assists the President in the preparation of the University budget before it has been submitted to the Board of Directors, and in the supervision of expenditures made pursuant to the University budget under the direction of the President after it has been adopted.

4. Upon request of the President, and with the approval of the Board of Directors, the Vice President for Management and Business may be designated the Executive Vice President for Management and Business.

D. VICE PRESIDENT FOR STUDENT LIFE.

The Vice President for Student Life shall have administrative oversight, under the President, of the campus residential life and the social and co-curricular activities of students, and shall be responsible for the preparation and administration of the budget for these areas. In association with the Vice President for Academic Affairs, the Vice President for Student Life will have a special concern for the encouragement of sound and fruitful relationships between the intellectual and social life of students and for those aspects of college life outside the classroom which can contribute to the student's growth and development as a mature and responsible human being. The Vice President for Student Life shall also be responsible, under the President, for matters relating to the campus conduct of students and for their discipline. Upon request of the President, and with the approval of the Board of Directors, the Vice President for Student Life may be designated the Executive Vice President for Student Life.

E. VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT

The Vice President for University Advancement shall be responsible, under the President, for the creation and execution of communication and development programs designed to interpret and communicate Duquesne's value to the community as an institution of higher learning worthy of increased support.

The Vice President shall be responsible, under the President for the supervision of alumni relations, communications, public relations, fund raising and special events and for the appointment and supervision of all personnel in this area, and for the preparation and administration of the budget for these areas.

F. GENERAL COUNSEL.

The General Counsel shall be the chief legal officer of the University and shall be responsible, under the President, for all legal affairs of the University. The General Counsel shall ensure compliance of all parts of the University with applicable laws, statutes and regulations of government bodies. The General Counsel shall issue opinions of the General Counsel and legal memoranda as to the legality of University actions. The General Counsel shall approve all contracts of the University as to legal form. The General Counsel shall oversee all litigation or administrative hearings involving the University. The General Counsel shall as necessary investigate and report to the President on the legality of the conduct of the Officers or employees of the University. The General Counsel shall as necessary employ and oversee the use of outside counsel for the University's legal affairs. The General Counsel may, at the request of the President, and with the approval of the Board of Directors, be designated the Vice President for Legal Affairs and General Counsel or Executive Vice President for Legal Affairs and General Counsel.

G. SECRETARY OF THE UNIVERSITY.

The Secretary of the University shall have the power and duties set forth in the Bylaws and shall perform such other functions as the President or Chairman of the Board may from time to time direct.

H. NOTICE OF RESIGNATION.

The President, Executive and other Vice Presidents of the University, General Counsel, Secretary and other Officers of the University shall be required to agree in their letter of acceptance of appointment to give the notice required by Executive Resolution VI, B. 3a, of an intention to resign or retire before the end of the specific term of office. Variances from this agreement must have the formal approval of the Board of Directors.

I. EVALUATION.

The Chairman of the Board of Directors shall review the performance of the President and shall report to the Board at each annual meeting an assessment of the President's performance. The President shall evaluate the performance of the other officers of the University on an ongoing basis and shall report to the Board each year at its annual meeting of assessment of each officer's performance during the previous year.

Part II. University Chaplain.

The President of the University shall appoint the University Chaplain and associate Chaplains. The University Chaplain shall be responsible, under the President, for the planning, preparation and administration of the budget for all the areas of the Campus Ministry and shall report to the President on all campus and off-campus religious services and programs. The University Chaplain shall administer the support for the access to the liturgies and facilities required for all members of the University community on campus. Liturgical services shall be performed in accordance with external ecclesiastical jurisdictions of which the participants are members.

EXECUTIVE RESOLUTION II

Academic Structure of the University

A. SCHOOLS AND COLLEGE

A School or College is a major academic unit of the University consisting of a Dean, who is the chief administrative officer, a Faculty and a body of students who engage in the study of a curriculum or several related curricula usually leading to one or more recognized degrees. The Schools and College within the University are the College and Graduate School of Liberal Arts, the School of Law, the Schools of Business and Administration, the School of Pharmacy, the School of Music, the School of Education, the School of Nursing, the School of Health Sciences, and the School of Natural and Environmental Sciences.

B. INSTITUTES

An Institute is an academic unit of the University consisting of a Director who is the chief administrative officer, a Faculty and a body of students engaged in the administration, research, teaching and study of a specialized program or several related programs usually leading to one or more of the recognized degrees to be awarded by the appropriate School or College on the recommendation of the Faculty of the Institute.

C. DIVISIONS AND DEPARTMENTS.

A Division or Department is an administrative subdivision of a School or College directed by a Chairperson. It is concerned with the method and content of courses offered within the Division or Department, the type of examinations, choice of tests and such other matters as are related to the instructional, research and service functions of that unit, subject to the limitations imposed by the aims and objectives of the appropriate College or School.

D. ACADEMIC SUPPORT SERVICES.

1. The University Library shall be administered by the University Librarian and provides appropriate services to the student body and the various divisions of the University. The University Librarian shall be responsible to the Provost/Vice President for Academic Affairs.
2. The Registrar's Office shall be administered by the University Registrar who shall supervise registration procedures, academic records, catalogs, schedules and academic regulations, room assignments, and graduation regulations for the Schools and College of the University. The University Registrar shall be responsible to the Assistant to the Vice President for Academic Affairs.
3. The Admissions Office shall be administered by the Director of Admissions who, unless otherwise directed by the Vice President for Academic Affairs, shall be responsible to the Assistant to the Vice President for Academic Affairs for the promotion of access to the University by all qualified applicants to the undergraduate schools for the calendar year or summer sessions, on a full- or part-time basis.

4. The Vice President for Academic Affairs shall appoint Search Committees to recommend candidates for the positions of University Librarian, Registrar and Director of Admissions, and the directors of other Academic Support Departments and shall recommend to the President candidates for appointment. If the candidates presented are unacceptable, the President shall request the Search Committee to present an additional name or names for consideration.

5. The operation of Academic Support Services shall not infringe upon the teaching and administrative authority of the Schools, College, Institutes, Divisions or Departments of the University.

EXECUTIVE RESOLUTION III

Administrative Officers of Academic Divisions

A. DEANS.

1. Duties. The Deans are the executive officers and representatives of the College and Schools and shall act under the supervision of the Provost/Vice President for Academic Affairs. They shall consult with their Faculties on matters of educational policy and communicate such views to the proper administrative persons of the University. They shall have administrative oversight of the departments of instruction and of all such educational and supervisory matters as pertain to the effectiveness and well-being of the Faculty and the academic life of students. Each Dean is responsible for all academic planning within his/her School or College. They shall have immediate supervisory responsibility over the activities of Departmental Chairpersons and shall serve as the medium of communication for all official business of the academic unit within the University. Except where required by election, the Dean shall have the power to appoint faculty members to serve on committees and assign faculty members to special posts as the Dean may deem advisable.

2. Appointment and Reappointment. Deans of the College and professional Schools shall be appointed by the President of the University. The search committee shall consist of seven voting members and at least one non-voting student member. At least four of the seven members shall be full-time tenured faculty. At least three of the four shall be elected by the faculty of the School having the decanal vacancy. The remaining faculty member shall be appointed by the President. The President shall also appoint three additional members to the committee which may include a Dean of another School within the University, representative of the alumni of the School, and the community served by the School. The non-voting student member shall be selected by the voting members of the committee. The President shall appoint the Chairperson of the Committee.

The President shall charge the search committee with the standards required for the particular deanship and other requirements of the search. The committee shall invite several candidates for interviews in which all faculty will have an opportunity to participate. Individual faculty members shall have an opportunity to indicate in writing to the committee whether or not each of the candidates is judged to be acceptable. The three names shall be submitted to the President unranked and in alphabetical order. If the candidates presented by the search committee are unacceptable to the President, the President shall direct the search committee to present the names of three additional candidates, unranked and in

alphabetical order. If there is no acceptable candidate in the second list, the President shall have the authority to appoint any qualified person to the position.

Deans' normal initial term of office shall be for a period of five years. Subsequent terms of office shall be for periods of three years. Length of term, notwithstanding, all deans serve at the discretion of the President and may be removed or reappointed at any time.

Before reappointing a dean for a term beyond the initial term, the President shall require the Provost/Vice President for Academic Affairs to solicit the opinions of the full-time Faculty of the School or College, and from other administrators and students regarding the performance of the Dean. This information together with the recommendation of the Provost/Vice President for Academic Affairs shall be considered by the President in making the decision whether to reappoint the Dean.

3. Tenure. Deans who prior to their appointment as such, have been granted tenure, shall continue to enjoy tenure. Appointment as Dean does not of itself constitute grant of tenure nor does service as Dean qualify in calculating tenure.

B. DIRECTORS OF INSTITUTES.

1. Duties. The Directors are the executive officers and have the responsibility for budgetary affairs, academic offerings and activities of their Institutes. They shall act under the supervision of the Provost/Vice President for Academic Affairs and the Deans of the Schools or College in course offerings and requirements for the awarding of recognized degrees. They shall consult with their Faculties on matters of educational policy and communicate this information to the appropriate administrative persons of the University.

2. Appointment and Reappointment. Directors shall be appointed by the President upon the recommendation of the full-time Faculty and students affiliated with the Institute and in consultation with the Provost/Vice President for Academic Affairs. Directors shall be appointed for three years, during which they serve at the discretion of the President and may be removed or reappointed at any time.

Directors are eligible for reappointment. At the end of each three successive years in office, the President, through the office of the Provost/Vice President for Academic Affairs, shall take cognizance of the opinions of the appropriate Deans and of the full-time Faculty and students of the Institute, in deciding whether to reappoint a Director.

3. Tenure. Directors of Institutes, who prior to their appointment as such, have been granted tenure, shall continue to enjoy tenure. Appointment as a Director of an Institute does not of itself constitute grant of tenure nor does service as a Director qualify in calculating tenure.

C. CHAIRPERSONS OR HEADS OF DIVISIONS OR DEPARTMENTS.

1. Duties. A Division or Department is administered by a Chairperson or Department Head. Through that person the Division or Department advises the Dean regarding recruitment, advancement and dismissal

of staff members, curricular modifications and other academic matters, interdepartmental regulations, scheduling of courses, the management of physical facilities and purchase of equipment, library acquisitions, qualifications of students, academic advisement, and development of academically-related societies. The Division Head or Department Chairperson is responsible for the budget insofar as special allocation breakdowns are made.

Chairpersons or Heads of Divisions preside at meetings of the Division or Department. They are responsible for advising and informing the Faculty on matters of University, Division or Department interest and actively obtaining the consensus of members of the Division or Department in formulating policies and practices relating to the particular Division or Department. They present the consensus of the Division or Department in official communications and shall serve as a medium of communication with the administrative staff and students.

Chairpersons or Heads of Divisions or Departments shall be responsible for the quality of the instructional program. They shall have general oversight of the work of students in their Divisions and Departments.

2. Appointment and Reappointment. Chairpersons or Heads of Divisions or Departments are appointed by the President upon the recommendation of the full-time faculty of that Division or Department, following an established procedure written and published by that faculty, together with the approval of the respective Dean and the Vice President for Academic Affairs. The term of appointment shall not exceed three years, subject to removal by the President during that period in case of failure to perform the responsibilities of the office. The incumbent Chairperson or Head of a Division or Department may be a candidate for reappointment following an established procedure chosen by that faculty, together with the approval of the respective Dean and Vice President for Academic Affairs.

3. Tenure. Chairpersons or Heads of Divisions or Departments who prior to their appointment have been granted tenure shall continue to enjoy tenure. Appointment as a Chairperson or Head of a Division or Department does not of itself constitute grant of tenure nor does such service as Chairperson or Head qualify in calculating tenure.

EXECUTIVE RESOLUTION IV

Faculty

A. MEMBERS.

The Faculty shall consist of Distinguished University Professors, Distinguished Service Professors, Professors, Associate Professors, Assistant Professors, Instructors and Research Professors in the College, Schools and Institutes and the Librarians of the University. The Faculty shall also consist of Professors, Associate Professors, Assistant Professors and Instructors for Clinical Practice. Faculty Members, including those members of the Congregation of the Holy Spirit who have been appointed to the Faculty, but excepting Librarians who serve under the direction of the University Librarian, may be granted tenure and advancement in rank.

Professors, Associate Professors, Assistant Professors and Instructors in the Division of Military Sciences shall be considered Faculty only for the purposes of instruction while assigned to duty at the University. Individuals in this category are not eligible for tenure and advancement in academic rank.

B. DUTIES AND COMPENSATION

Individual members of the Faculty, by contracting for employment with the University in annual letters of agreement, shall be deemed to agree to pursue and uphold the purpose of the University as stated in the Second Article of the Charter and to comply with the University's Bylaws and Statutes. The faculty shall engage in instruction, research and University service, for which appropriate compensation and other employment benefits shall be granted in accordance with University policies and procedures approved by the Board of Directors, published in the current Faculty Handbook and incorporated into annual letters of agreement entered into between the University and the faculty member. In the event there is a conflict between the terms of a faculty member's letter of agreement and the Faculty Handbook, the letter of agreement shall control. The Statutes shall control in any conflict between and among any rules of policy or procedures.

C. APPOINTMENT.

Members of the Faculty shall be appointed by the President of the University upon recommendation of the Vice President for Academic Affairs and the Dean of the College or School, or Director of the Institute, and Chairperson and members of the Department or Division for which such member is evidenced in each case by a letter of agreement to that effect. No person is a member of the Faculty without appointment to one of the classifications of faculty under Section D, immediately below.

D. CLASSIFICATION OF FACULTY.

Members of the Faculty, whether Regular or Clinical Faculty, are designated as follows:

Instructor. An Instructor is a full-time member of the Faculty ordinarily possessing an advanced degree or its equivalent.

Assistant Professor. An Assistant Professor is a full-time member of the Faculty ordinarily possessing a doctoral degree or the highest terminal degree recognized by the profession for which one has been trained.

Associate Professor. An associate Professor is a full-time member of the Faculty possessing a doctoral degree or the highest terminal degree recognized by the profession for which one has been trained. An Associate Professor will normally have not less than three years experience as a full-time Assistant Professor (or its professional equivalent) at a university or at an equivalent institution.

Professor. A Professor is a full-time member of the Faculty possessing a doctoral degree or the highest terminal degree recognized by the profession for which one has been trained. A Professor will normally have not less than four years of experience as a full-time Associate Professor (or its professional equivalent) at a university or at an equivalent institution.

Distinguished University Professor. A Distinguished University Professorship is awarded to a full professor who has distinguished himself/herself and the University through scholarship, teaching and community service. Individuals receiving this title must have national recognition as a leading scholar in a particular discipline, distinction as demonstrated by awards and other testimony as an outstanding teacher, and must have provided significant service contributions to the University or the community. A Distinguished University Professor must have demonstrated influence in teaching and scholarly work which crosses discipline lines and which creates links among the professions and the arts and sciences.

Research Professors. A Research Assistant Professor, Research Associate Professor and Research Professor are full-time members of the Faculty whose activities are predominantly in the area of research. The specific rank shall be determined by the standards set forth in this statute for members of the teaching Faculty. Time spent in the rank of Research Assistant Professor, Research Associate Professor, and Research Professor shall be considered in computing experience for promotion and tenure.

Librarians. Full-time professional members of the University Library Staff possessing at least the M.L.S. degree are members of the Faculty.

E. AUXILIARY INSTRUCTIONAL AND RESEARCH STAFF.

Members of the auxiliary instructional and research staff are designated as follows:

Assisting the Faculty in teaching duties are adjunct professors, teaching associates, lecturers, cooperating teachers, clinical supervisors, special lecturers and visiting scholars.

Post Doctoral Fellows or Research Associates are individuals who possess the Ph.D. degree and are pursuing research in association with a full-time member of the Faculty.

Auxiliary Instructional and Research staff are not members of the Faculty and are not entitled to Faculty benefits except to the extent these are granted in the letter of appointment. Granting of benefits in such cases does not grant Faculty membership and persons in this category are not eligible for privileges of tenure, or advancement in rank. Appointment is for the period fixed by the letter of appointment, of one year or less, at which time the employee is terminated without further notice. Appointment may be granted for additional periods not exceeding three years each.

F. TERM OF APPOINTMENT.

The initial term of appointment for any untenured faculty member shall be one year.

On the recommendation of the Vice President for Academic Affairs, a faculty member with previous full-time service in an instructional or research capacity, at the rank of Instructor or higher on the faculty of another college or university, may be given one to three years credit toward promotion to the Associate Professor level and tenure; provided, however, the University reserves the right to deny credit for previous experience and accordingly, to require as many as five years service on the University's faculty

before being considered for promotion to tenure. Such requirements shall be stated in the initial letter of appointment.

All untenured faculty members shall be evaluated for reappointment by the University Promotion and Tenure Committee during their third year as full-time members of the Duquesne faculty in accordance with procedures published by the Vice President for Academic Affairs. At the conclusion of its review the Committee may recommend that the President offer the faculty member either a one year terminal appointment or reappointment. The President's acceptance of a recommendation to reappoint does not in any way indicate whether the untenured faculty member ultimately will be awarded tenure. Before the end of the untenured faculty member's sixth year at the University, after a second review by the appropriate department and the Promotion and Tenure Committee a decision will be made regarding both tenure and promotion to Associate Professor.

The appropriate Chairperson, Dean and Vice President for Academic Affairs and the President shall review from time to time the performance of each member of the teaching staff.

Librarians of the University shall be appointed for a term of one year. They may be reappointed by the President on the recommendation of the University Librarian and of the Vice President for Academic Affairs. The University Librarian shall establish procedures under which the performance of the Librarians shall be reviewed regularly. In addition, faculty members of the School of Law are appointed by the President and evaluated for reappointment under standards and procedures developed and published by the School of Law.

G. OUTSIDE ACTIVITIES.

Faculty members are expected to devote their full time and energies to their teaching responsibilities, scholarly and professional pursuits, and service to the University. During the term of appointment, a member of the Faculty shall not engage in any activity which encroaches upon any of these obligations to the University. In the case of full-time faculty members, the annual written consent of the appropriate Dean, Director or Chairperson is required for accepting outside employment of any kind or for engaging in consulting activities that could occupy more than an average of one day per week. This consent shall be given only after careful consideration of the consulting activities or proposed employment to the faculty member's teaching and scholarship, and with appropriate regard to the amount of time required, its effect upon teaching duties, and the possibility of conflict with the dignity expected of a person of professional standing.

H. CESSATION OF APPOINTMENT.

At the end of the term of appointment as defined in the letter of agreement, the appointment of any non-tenured member of the Faculty of the University ceases unless the faculty member is reappointed. Unless promotion to Associate Professor and tenure have been granted, a letter of agreement for a seventh year shall state that it is the last such letter to be entered into by the University with such faculty member.

Notice of intention not to reappoint shall be given in writing:

1. not later than March 1 of the first year of service;
2. not later than December 15 of the second year of service;
3. at least twelve months before the expiration of a contract of an appointment which has continued for more than two years.

All full-time faculty members who do not desire to be re-employed at the expiration of the agreements are expected to notify their chief administrative officer in writing not later than December 15 of the academic year in which they wish to terminate their employment. The University reserves the right to insist upon a decision not later than February 1 of the academic year. It may not exercise this right, unless it has first offered in writing to the faculty member affected, 30 days previously, a letter of agreement for the following academic year.

I. ADVANCEMENT IN RANK.

Advancement in rank may be conferred only by the President, after consideration as appropriate, of the recommendations of the Vice President for Academic Affairs, the University Promotion and Tenure Committee, and the appropriate Dean and Department Chairperson or Director following consultation with their faculty having higher rank than the faculty member under consideration. Advancement in rank shall not be automatically conferred following completion of the stated minimum time at each rank. Teaching performance, attainment of advanced degrees, professional experience, participation in appropriate learned societies, evidence of scholarly research, University service, professional and community activities, and publications shall be relevant criteria for determining advancement in rank.

Advancement in rank prior to the time limits established for each category may be conferred in exceptional cases on the recommendation of the Vice President for Academic Affairs, the University Promotion and Tenure Committee and the appropriate Dean, Director or Chairperson following consultation with faculty members in the appropriate School or department who hold rank higher than the faculty member under consideration.

J. TENURE.

Full-time members of the Faculty who have demonstrated excellence in teaching, scholarly and professional activities, and service to the University and who show promise of continued professional growth may be promoted to tenure. At least the following factors shall be considered in making the decision whether to award tenure: teaching performance; attainment of advanced degrees; professional experience; participation in appropriate learned societies; evidence of significant scholarly research; University service; professional and community activities; and publication of articles or books held in high regard by other individuals in the faculty member's discipline, and contributions to the quality of campus life. The educational needs and priorities of the University and its financial circumstances shall also be important considerations in each tenure decision. Enrollment and prospective enrollment in the faculty member's field, the academic plans and goals of the faculty member's Department, Division and

School, the present composition of the faculty in terms of tenure and area of specialization all are relevant factors in assessing the University's educational needs.

Tenure may be awarded only by the President and only in writing. Normally, tenure is not awarded to individuals below the rank of Associate Professor. In deciding whether to award tenure, the President shall consider, as appropriate, the recommendations of the faculty member's department or School, University Promotion and Tenure Committee and the Vice President for Academic Affairs.

Notice will be given before the end of the sixth year of employment if the faculty member is not to be awarded tenure. Tenure entitles the faculty member to renewal of employment until voluntary retirement or termination of tenure for reasons as set forth in Statute IV, K.

K. TERMINATION OF TENURE.

1. Forfeiture for misconduct or for incompetence.

A faculty member's tenure may be forfeited by serious misconduct or for professional incompetence. In the event of proposed termination for reasons of serious misconduct or for professional incompetency, tenured faculty shall be entitled to a hearing by a committee of the University Grievance Committee for Faculty (see Statute VII, B.1.d.ii). The member shall be informed before the hearing in writing by the President of facts upon which such proposed termination is based and shall have the opportunity to present a defense. The member and the University may be represented at the hearing by counsel. There shall be a record made of the proceedings by electronic or other appropriate recording process and the same shall be made available to the parties. At the hearing, the testimony may include that of Faculty and other scholars, either from the University or from other institutions, and any other relevant testimony. The committee shall advise the faculty member and the University of its decision in writing within 30 days from the date of the termination of the hearing. If the committee's recommendation is that the faculty member should not be terminated and the President concurs, the case shall be closed. If the committee's recommendation is that the faculty member be terminated and the President disagrees with that recommendation, the case shall be closed. If the President terminates the affected faculty member either by approval of the committee's recommendation or by his own decision, following a committee recommendation of retention, the affected faculty member may have the final decision of the President reviewed by the Board of Directors.

2. Termination of a tenured appointment for reasons of financial exigency.

The employment of a tenured faculty member may be terminated for reasons of financial exigency. Such terminations may occur only under extraordinary circumstances because of a demonstrably bona fide financial exigency which cannot be alleviated by less drastic means. On the recommendation of the President, the Board of Directors shall establish a joint committee of the Board and of the Faculty Senate to investigate the financial condition of the University. The committee shall report its findings and recommendations to the Board and the Board shall determine whether or not a condition of financial exigency exists. The Academic Council of the University shall be responsible for determining the extent and areas in which reductions are to be made.

Faculty members so affected are entitled to a reasoned explanation for the decision and shall have the right of access to appeal procedures outlined in K.1 of this Statute. The results of the findings shall be made available to the Faculty.

The University shall make every reasonable effort to place the faculty member in another position within the University for which the faculty member is qualified. When such a position is available, a new letter of agreement shall be offered. If such a possibility does not exist, then at least one year's notice must be given. The position cannot be filled for a three-year period unless the released faculty member has been offered reinstatement and a reasonable period to accept.

3. Termination of a tenured appointment for reasons of discontinuance of a Division, Department or Program.

The employment of a tenured faculty member may be terminated as a result of the discontinuance of a Division, Department or Program. Such termination shall be based essentially upon educational and financial considerations. Such determination shall include consideration of the recommendations of the involved faculty. The provisions of Statute IV, K.2 shall apply with regard to the faculty member's rights, the University's obligations and the procedures for hearing and review in the event of such terminations.

4. Termination for Medical Reasons.

Termination of an appointment with tenure, or of a probationary or special appointment before the end of the appointment, for medical reasons, will be based upon clear convincing medical evidence that the faculty member cannot continue to fulfill the terms and conditions of appointment. The decision to terminate will be reached only after there has been appropriate consultation and after the faculty member concerned, or someone representing the faculty member has been informed on the basis of the proposed action and has been afforded an opportunity to present the faculty member's position and to respond to the evidence. If the Faculty member so requests, the evidence will be reviewed by the University Grievance Committee for Faculty before a final decision is made by the President.

EXECUTIVE RESOLUTION V

Academic Freedom

A. FREEDOM AND RESPONSIBILITY AS A CITIZEN.

The University faculty member, as a citizen, holds a position in the community that imposes special obligations. When speaking in public, the faculty member should at all times be accurate, exercise appropriate restraint, show respect for the opinion of others and should make every effort to indicate that his/her public utterances are personal and not those of a spokesperson for the University.

B. FREEDOM AND RESPONSIBILITY IN TEACHING AND RESEARCH.

Academic freedom is essential to teaching. The teacher is entitled to full freedom in the classroom, subject to the principles and values expressed in the Duquesne University Mission Statement. The teacher should not interject matter which has no relation to the subject and should not attempt to impose personal views of the subject upon the students. The teacher should respect the religious and ecumenical orientation of the University.

Freedom in research is fundamental to the advancement of truth. The teacher is entitled to full freedom in research and the publication of the results, subject to adequate performance of the teacher's other academic duties. Research, publication and consulting, including that done for pecuniary return, shall be subject to stated policies of the University and based upon prior written understanding with University authorities (see also Statute IV, G).

EXECUTIVE RESOLUTION VI

Classification

A. EXEMPT PERSONNEL.

Individuals regularly employed on a full-time basis by the University and designated as "exempt" (for purposes of minimum-wage and overtime-pay laws), shall be classified for the purpose of conferring fringe benefits as follows:

1. Officers of the University. The President, the Vice Presidents, General Counsel and the Secretary of the University. Individuals in this category do not have the privileges of academic rank or tenure by virtue of these positions.
2. Administrative.
 - a. The Academic Deans.
 - b. Directors of Institutes and Departmental Chairpersons.
 - c. General Administration: All other administrative personnel who report directly to a Vice President, including non-academic Deans.
 - d. All other administrative personnel, including but not limited to Directors, Managers, Supervisors, and Acting and Associate positions on all levels.
3. Faculty.

The Faculty are those persons described in Executive Resolution IV, Section D.

4. Auxiliary, Instructional and Research Staff.

Those persons described in Executive Resolution IV, Section E.

5. Professional

This group consists of those individuals in the various administrative units of the University who are assigned by the Vice President in the respective area to positions which require special professional competence and do not necessarily require performance of administrative, management or supervisory duties. Individuals in this category do not have the privileges of academic rank or tenure by virtue of these positions.

B. TERMS AND CONDITIONS OF EMPLOYMENT FOR EXEMPT PERSONNEL OTHER THAN FACULTY.

Candidates for exempt positions may be required to provide a pre-employment health evaluation.

In the event a candidate is to be appointed to a position, letters of agreement shall be prepared and executed which clearly spell out, or include by reference to other documents, the terms and conditions of employment applicable to such position, including compensation, the duties and responsibilities of the position and the length of the appointment.

Following are the standards applied to voluntary and involuntary terminations of exempt employees:

1. Termination by the University.

Termination of exempt personnel may be for cause, which shall include: misconduct or inadequate performance, breach of University Bylaws, Statutes, or of the employment agreement, or for budgetary reasons. Each condition for termination by the University shall be defined in such a manner that it is consistent with University policy and then current laws and regulations.

2. Termination by the appointee for reasons of ill health.

The University may require the individual to submit to a medical evaluation by University-designated physicians.

3. Termination by the appointee for personal reasons.

An individual who wishes to resign for personal reasons shall be required to give to the University advance notice which is consistent with the level of the position. Minimum notice requirements shall be as follows:

a. Officers. Three months' advance notice (Statute I, H).

b. Administrative.

•Academic Deans: two months in advance of the beginning of the semester in which the resignation will become effective.

ii. Other administrative and professional personnel: one month's advance notice.

The University may, in appropriate cases, waive part or all of its notice requirements.

C. NON-EXEMPT PERSONNEL

This group includes all employees who by occupation and/or wage level are subject to the provisions of minimum-wage and overtime-pay laws. Staff members in this category shall be eligible for fringe benefits, compensation, and conditions of employment and procedures for evaluation as provided for in the current Personnel Manual and/or under the terms of established classification plans and/or collective bargaining agreements. These staff members generally provide support services in office (secretarial and clerical), physical plant, public safety, data processing, stores and material handling functions.

D. IMMUNITY FROM LIABILITY.

1. Concerning Employment Applications.

By applying for employment with the University, for any non-exempt position, each applicant thereby signifies his willingness to appear for interviews in regard to his application, authorizes the University to consult with personnel at other universities with which the applicant has been associated and with others who may have information bearing on his competence, character and ethical qualifications, consents to the University's inspection of all records and documents that may be material to an evaluation of his personal qualifications and competence to carry out the responsibilities of the position for which he is applying, releases from any liability all representatives of the University and its faculty for their acts performed in good faith and without malice in connection with evaluating the applicant and his credentials, and releases from any liability all individuals, entities and organizations who provide information to the University in good faith and without malice concerning the applicant's competence, ethics, character and other qualifications for the position for which the applicant is applying, including otherwise privileged or confidential information.

2. In other situations.

By applying for employment with the University and by permitting himself to be considered for continued employment, tenure or advancement in academic rank, each person agrees that there shall, to the fullest extent permitted by law, be absolute immunity from civil liability arising from any act, communication, report, recommendation or disclosure with respect to such person, performed or made in good faith and without malice with respect to or in connection with the evaluation of such person for such employment, continuation in employment, tenure or advancement in academic rank, even where the act or information involved would otherwise be deemed privileged. Such immunity from civil liability shall apply to all acts, communications, reports, recommendations, and disclosures as may relate to the person's professional qualifications, competency, character, mental or emotional stability, physical condition, ethics, or any other matter that might directly or indirectly be relevant to the person's employment, continuation in employment, tenure or advancement in academic rank. Each such person shall upon request of the University execute releases in accordance with the tenor and import of this Statute in favor of the University, its Board of Directors, executive officers, staff, other employees, and third parties who supply information to any of the foregoing authorized to receive, release or act upon the same, subject only to such requirements, including those of good faith, absence of malice and the

exercise of a reasonable effort to ascertain truthfulness, as may be essential under the law of this state to the validity and enforceability of such releases.

EXECUTIVE RESOLUTION VII

Councils and Committees

A. COUNCILS

University Councils advise the President and members of the University Administration regarding academic and other University policy issues.

1. The University Advisory Council.

The membership of the Council shall include eight members of the faculty, the President of the Faculty Senate, four undergraduate students, two graduate/Law students, and two members of the staff.

The faculty members of the Council shall be elected one each by the faculties of the respective Schools and College. They shall originally serve for staggered terms of two years as initially determined by the President in order to insure continuity of membership.

The student members of the Council shall be elected annually by the Student Government Association and shall include the president of the Student Government Association and one member each from the undergraduate classes of the University not represented by the Student Government Association president. The graduate/Law students shall be elected by the Student Government Association.

The staff members of the Council shall be appointed by the President on an annual basis.

The President shall meet with the University Advisory Council at least once each semester. The members of the Advisory Council may submit matters for the agenda of the meeting. The President, however, shall have the responsibility for determining the agenda.

The President may invite other officers of the University and members of the University community to participate in meetings of the Council.

2. Academic Council.

a. The members of this Council are the Deans of all the Schools and the College, the University Librarian, the representative of the Student Government Association and the Vice President for Academic Affairs, who serves as Chairperson. The representative of the Faculty Senate shall have observer status on this Council.

b. The Academic Council is the principal collegial administrative unit that re-presents the academic interests of the faculty to the President and Vice President for Academic Affairs and also serves to represent the President and Vice President for Academic Affairs to the faculty and to implement University policies.

c. The Academic Council shall be responsible for overall academic planning in the University, subject to the direction and approval of the President. Any committees dealing with academic planning shall be structured as committees of the Academic Council, reporting through the Vice President for Academic Affairs to the President.

d. The Academic Council shall advise the President and the Vice President for Academic Affairs in all areas of an academic nature, including but not limited to: Admissions, Academic Student Advisement, Academic Standing, Core Courses, Bulletins, Calendar, Degrees, Programs, Class Offering and Schedules, Credits, Curricula, Class Admissions, Course Auditing, Withdrawal, Faculty Handbooks and Orientation, Grading, Policies, Placement Policies, Registration, Research Policies and.

B. COMMITTEES.

1. Standing Committees. Committees whose functions are considered to be continuing in nature are assumed to be permanent and hence are designated as standing committees.

a. The University Library Committee. The members of this committee are the University Librarian and representatives appointed by the Deans of all the Schools and College.

b. The University Committee on Scholarship and Financial Assistance. The members of this committee are the director of Financial Aid and representatives appointed by the Deans of all the Schools and College.

c. The University Budget Committee. This committee shall advise the President on the University budget and assists in determining priorities for the allocation of funds to the various areas of the University.

The Budget Committee shall consist of: the Vice President for Management and Business, who shall chair the Committee; the Vice President for Academic Affairs; the Vice President for University Relations; the Vice President for Student Life; the University Budget Officer; one Dean elected by the Academic Council; the University Librarian; the President of the Faculty Senate; two members of the faculty; two undergraduate and one graduate/Law student; and one person from the staff. The President may choose to participate in the meetings of the Committee from time to time.

The Vice President for Management and Business may designate an executive secretary who shall serve the Committee without vote.

The Faculty member shall be elected by the Faculty for a two year term. The Faculty Senate shall form a Nominating Committee. The Faculty of each School will be asked if it wishes to submit a name. These names plus two others supplied by the Nominating Committee will comprise the ballot. The two Faculty receiving the highest number of votes shall serve with the following exceptions: No two members from the same School can serve at the same time, and no two members can serve at the same time from the College and the Graduate School. If the ballot is extensive, the Faculty Senate may choose to hold run off elections.

The Student members shall be elected by the Student Government Association in the spring semester to serve for one year.

The staff member shall be appointed by the President.

The Committee shall function under the direction and guidance of the Vice President for Management and Business.

d. The University Promotion and Tenure Committee. This committee shall consist of full-time tenured members of the faculty. Each school, excluding the School of Leadership and Professional Advancement, shall elect one senior tenured faculty member each, except that the College shall have two senior tenured faculty members who are elected from a slate of candidates proposed by the College Council. The Committee shall be chaired by the Vice President for Academic Affairs or a properly delegated person. The Committee shall be instructed and directed by the Vice President for Academic Affairs. Members shall be appointed for staggered terms of three years to be originally decided by the Vice President for Academic Affairs in order to ensure continuity of membership.

The Vice President for Academic Affairs, prior to any committee review of candidates for advancement in rank or promotion to tenure, shall submit to the Committee a clear and precise statement of University needs to serve as an important criterion for granting advancement in rank or promotion to tenure.

The Committee's responsibilities shall include reviewing all candidates for advancement in rank or promotion to tenure who have been positively recommended to the Committee by the appropriate Deans and Directors after consultation with their department chairs, division heads and tenured members of their faculty. The Committee shall recommend to the President those candidates whose advancement or promotion to tenure would serve the needs of the University and whose professional achievements and potential for further growth clearly demonstrate that the candidate meets the University's overall expectations.

The Committee shall also review the reappointment of all untenured faculty during their third year as full-time members of the University faculty. If in the Committee's judgment such a member of the faculty does not have the potential to be promoted to tenure, the Committee shall recommend to the President that the faculty member be granted a terminal one year contract for his/her fourth year at the University. The Committee may recommend to the President that an untenured member of the faculty who clearly demonstrates the potential to meet the criteria for promotion to tenure be reappointed. The President's acceptance of the Committee's recommendation of reappointment is not to be construed that the untenured faculty member ultimately will be promoted to tenure.

The Committee will consider in confidence all relevant information submitted for its review including any written material the candidate wishes to submit.

The Committee is advisory to the President, who possess discretionary authority in making final decisions.

The President, after consultation with the Vice President for Academic Affairs, shall consider requests for transfer of existing tenured faculty between and among any components of the University.

Notwithstanding the above, requests for tenure and advancement in rank involving faculty and Librarians in the School of Law shall be decided by the President on the recommendation of the Dean and the Vice President for Academic Affairs.

e. University Grievance Committees. Decisions of grievance committees hereinafter mentioned shall be binding on the University and on the other party if approved by the President.

i. For Administrators (those persons described in Executive Resolution VI, A.2) and academic staff not otherwise protected. Due process procedures shall originate in the office of the President, be codified, approved by the Board of Directors, promulgated in writing and communicated to administrators and academic support staff not otherwise protected prior to their appointment.

ii. For Faculty (those persons described in Executive Resolution VI, Section D). Due process procedures shall originate in the office of the Vice President for Academic Affairs, be codified in a Faculty Handbook approved by the Board of Directors, and communicated to all persons in this category prior to their appointment. The Committee shall be elected by the Faculty.

iii. For Graduate Student Academic Staff. Due process procedures related to teaching status and functions shall originate in the office of the Vice President for Academic Affairs, shall be codified, approved by the Board of Directors, promulgated in writing and communicated to graduate and teaching assistants prior to their appointment. The Vice President for Academic Affairs shall appoint at least three persons from areas other than that of the petitioners as a grievance committee.

iv. For Professional Personnel (those persons described in Executive Resolution VI, A.5). Due process procedures shall originate in the office of the President, be codified, approved by the Board of Directors and promulgated in writing and communicated to professional persons prior to their appointment. The President shall appoint at least three professional persons from areas other than that of the petitioner as a grievance committee.

v. For Non-exempt Personnel (those persons described in Executive Resolution VI, C). Due process procedures shall originate in the office of the Vice President for Management and Business, be codified, approved by the Board of Directors and promulgated in writing and communicated to non-exempt personnel prior to their appointment. The Director of Human Resource Management shall appoint at least three non-exempt personnel from areas other than that of the petitioner as a grievance committee. Non-exempt employees covered by a collective bargaining agreement shall be limited by the rights provided in said agreement.

2. College or School Councils and Committees. The Deans shall preside at meetings of the faculty council of the academic unit. Membership on College or School Councils and Committees is appointive by the Deans of the respective College or School after consultation with their faculties and appropriate student

representatives. The purposes, duties and procedures of each council or committee are codified in a manual or handbook compiled by each College or School.

EXECUTIVE RESOLUTION VIII

Participation Organizations

A. PURPOSE

Certain organizations function in support of their particular interests and participate in the operation of the University according to their own constitutions and bylaws provided they are consistent with the University Charter, Bylaws and Executive Resolutions of the Board.

The constitution and bylaws of all such organizations, as well as any amendments that may hereinafter be proposed, shall require approval by the Board of Directors of the University.

B. DUQUESNE UNIVERSITY ALUMNI ASSOCIATION.

This Association exists for the following concerns and purposes: to promote the mutual goals and aspirations of the University and its graduates; to generate involvement and financial support of alumni and friends; to assist the University in its recruitment of new students; to direct public attention to the University and its contributions to the common good through the achievements of its alumni; to foster a closer relationship among the alumni of the University by sponsoring events and projects which will develop their common interest; and to be a resource for students at the University.

The Vice President for University Advancement or his designee, will consult with the Board of Governors of the Alumni Association with regard to the appointment and reappointing of the Director of Alumni Relations. The Board of Governors will be informed of, and involved in recommending to the University the appropriate budget in support of Alumni Association activities.

The Director of Alumni Relations, reporting to the Vice President for University Advancement, or his designee, informs the Board of Governors of the Alumni Association, through the Association President, on the activities of his office. The President of the Alumni Association shall be the official representative to the University. The University shall consult with the Association President when making alumni appointments to the University committees.

Membership. The following shall be considered members of the Association: all graduates of Duquesne University; all graduates of Duquesne University Preparatory School; former students who have attended Duquesne University for at least one semester but who do not hold a degree; former students who have attended Duquesne University Preparatory School for at least one semester but who do not hold a diploma; holders of honorary degrees conferred by Duquesne University.

The Association recognizes within its organization the existence of specialized alumni groups at individual Schools and College and had provided for representation from each of the Schools and College on the Association's Board of Governors.

The following shall be eligible for membership: past and present administrative officers of Duquesne University; past and present administrative officers of Duquesne University Preparatory School; members of the faculty of Duquesne University; members of the faculty of Duquesne University Preparatory School; honorary members, who because of proven services and friendship to the University, are elected such by the Board of Governors.

C. THE FACULTY SENATE.

The purpose of the Faculty Senate shall be to provide greater opportunity for mutual understanding and effective communication between the Faculty and other interdependent components within the University.

The Faculty Senate shall consist of all full-time faculty holding the rank of Professor, Associate Professor, Assistant Professor, or Instructor in the Schools, College and Institutes of the University and in the Division of Military and Aerospace Science, all Academic Deans and Directors of Institutes by virtue of their faculty status, and the professional members of the University Library staff.

D. THE STUDENT GOVERNMENT ASSOCIATION.

The student, as a member of the academic community, is entitled to seek and accept the responsibility for self-government in a cooperative effort with the faculty and administration of the University.

The Student Government Association is organized to provide an effective and representative forum for all students in the University, to provide a means for the expression of student views and interest, to foster and maintain academic freedom and students' rights, and to develop an interest in all phases of University governance.

The President of the Student Government Association is the official spokesperson of the Association and the student body and is the student representative to the Board of Directors and the University Advisory Council.

All undergraduate, graduate, and law students currently enrolled at Duquesne University shall be members of the Student Government Association of Duquesne University.

EXECUTIVE RESOLUTION IX

Academic Year

The Academic Year is divided into two semesters (fall and spring). Day, evening and Saturday classes are offered in both semesters. The length of a semester is usually fifteen weeks inclusive of examination periods. Regular courses are also offered in summer sessions and special short courses for credit may also be offered between or during the semester or summer session periods.

EXECUTIVE RESOLUTION X

Degrees

A. IN COURSE

After the candidates have fulfilled all the prescribed requirements, the University, by virtue of the power conferred by the Commonwealth of Pennsylvania, (Charter, Second Article), awards the appropriate degrees earned with all the rights, honors and privileges thereunto attached. The Chairperson of the Board of Directors, the President or the Dean shall bestow the authorized degrees at such time and place as may be appointed.

B. HONORARY

Honorary degrees may be conferred by the Board of Directors upon recommendation of the President. The candidates shall be nominated by an Honorary Degrees Committee which shall be appointed by the President. Such degrees shall be conferred in recognition of eminent scholarship, notable creative work, outstanding public service, or distinguished service to the University. The Bestowal of Honorary Degrees shall be made by the President or in his absence by the Chairperson of the Board, at such times and places as may be appointed and the candidates shall be required to be present.

EXECUTIVE RESOLUTION XI

Amendments to the Statutes

The Board, working through its duly appointed Bylaws and Statutes Committee, shall have full authority to amend the Statutes. These Statutes may be amended by the Board of Directors at its annual meeting or at any regular or special meeting of the Board, by a vote of a majority of the members present.

The Members of the Corporation, Directors, and President deal directly with the Board's Bylaws and Statutes Committee in proposing amendments. Written notice shall be given to each member of the Board of Directors on record entitled to vote thereon not less than ten (10) days before the meeting of the Board of Directors at which the proposed amendment is to be considered. Such notice shall set forth the fact that amendments to the Statutes will be proposed at the meeting and there shall be included in, or enclosed with, such a copy of the proposed amendments.

Amendments to the Statutes proposed by any other individual or group within the University community shall be submitted first to the President. At least thirty (30) days prior to sending such a proposal to the Board for consideration, the President shall publish it in the ATimes@ or other appropriate University publication and elicit the opinions of the Vice President, the Academic Council, and the entire University community, and convey these opinions to the Board of Directors. The Board shall review and decide proposals submitted from within the University community according to its own procedures, as set forth above.



Caption:



Celebrating Diversity

Faculty Hiring at Duquesne

[\(/id0910344b803f82c1\)Current Job Openings by School \(/work-at-du/employment/faculty-hiring/faculty-openings\)](#)

Duquesne hires faculty who are able to excel as teacher-scholars, deeply invested in their students' learning. We believe that excellent teaching is an art that grows through scholarship, practice, reflection, and collaboration.

All our faculty are teacher-scholars, with research and classroom time combined for the benefit of students. Many of our faculty involve undergraduate and graduate students in their research projects.

Hiring New Faculty

Duquesne University selects applicants based on their knowledge, skills, and abilities and the correlation to the requirements of a particular position. We seek a diverse group of faculty, to broaden the knowledge and experience of our students during their time at Duquesne. [Apply for a faculty position \(/work-at-du/employment/faculty-hiring/how-to-apply\)](#)

Faculty Support

Center for Teaching Excellence

We support faculty through the [Center for Teaching Excellence \(/about/centers-and-institutes/center-for-teaching-excellence\)](#), which provides confidential teaching consultations, course observations, workshops, and faculty learning groups. Online materials and a special library collection provide the instructional community with resources to strengthen teaching and succeed in academic careers.

JA752

Founded in 1989 as a faculty initiative, the Center for Teaching Excellence (</about/centers-and-institutes/center-for-teaching-excellence>) helps faculty and graduate student teaching assistants excel as teacher-scholars deeply invested in their students' learning.

Faculty Senate

The mission of the Faculty Senate shall be to provide a forum for mutual understanding and effective communication between the faculty and other interdependent components within the University.

Getting Started: For New Full-Time Faculty at Duquesne (</about/centers-and-institutes/center-for-teaching-excellence/getting-started-full-time-faculty>)

EXHIBIT NO. U-7 RECEIVED ☒ REJECTED ☐

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EXHIBIT NO. U-8 RECEIVED ✓ REJECTED

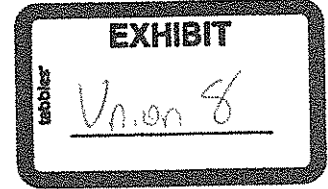
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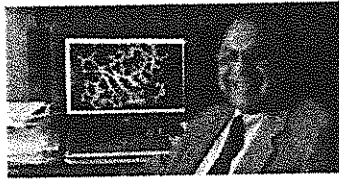


Caption:

Employment Diversity



Faculty Hiring: Diversity & Inclusion



By hiring a diverse group of faculty, we enhance the experience of our students during their time at Duquesne.

Diversity in faculty broadens the scope of teaching and extends research interests in new directions.

We actively seek out academics from a variety of backgrounds and provide resources to enable them to excel as leaders in research and scholarship.

A Rich and Vital Community

While we follow a Catholic tradition, we maintain an ecumenical atmosphere embracing diversity and inclusion.

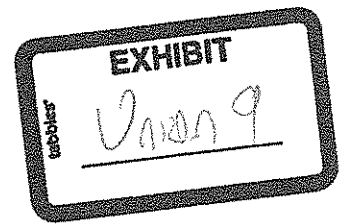
Our faculty members represent a range of ages, international citizenship, abilities, ethnicity, gender, race, religion, and sexual orientation.

As a result, faculty from many walks of life serve as mentors and role models for students.



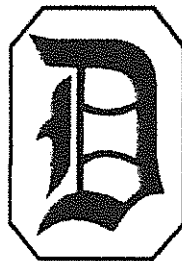
<http://113779> Learn more about diversity at Duquesne ([/work-at-du/diversity/diversity-and-inclusion](http://work-at-du/diversity/diversity-and-inclusion))

Revised 8-29-2012
Effective Fall 2012



DUQUESNE UNIVERSITY

FACULTY HANDBOOK



Duquesne University

Faculty Handbook, i

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FOREWORD

Few documents in a University are as critical to the faculty as the Faculty Handbook. In conjunction with the Executive Resolutions of the Board (Executive Resolutions), the Administrative Policies (TAP's), and Personnel Memoranda (PM's), this Handbook sets forth the policies of the University and delineates the rights and responsibilities of its faculty. It is incorporated by reference in the contracts of all full- and part-time faculty and as such has legal contractual status. The attached edition becomes effective as of July 1, 2005, and supersedes any prior handbook and/or University Promotion and Tenure guidelines. To the extent that this document conflicts in any way with the Executive Resolutions, TAP's or PM's, those policies shall have precedence. Any exception to the policies stated in this document must be approved in writing by the President or by the specific University bodies empowered to set University policy. Questions of interpretation should be discussed immediately with the University Provost/Vice President for Academic Affairs.

The revised Faculty Handbook results from the careful thought and work of many Duquesne University colleagues. I want to thank in particular the following members of the Handbook Committee who committed countless hours to its review and revision: Dr. Ronald Arnett, Dr. Richard Clemente, Dean Edward Kocher, Dr. Matthew Marlin, and Ms. Maureen Shenkel. I am also grateful to University Counsel, Ms. Linda Drago, and the committee she chaired for updating many of the policies that are included in the appendices of this document.

It is critical that faculty participate in the revisions of an important policy manual such as this, and so I thank all of the faculty members who attended the open faculty forums for the questions and suggestions that made this a Handbook for a twenty-first century university. Finally, I am grateful to the members of the Faculty Senate and, in particular its chair, Dr. Thomas McCue, for being partners in this important undertaking. The Faculty Senate not only arranged the public forums at which proposed revisions were considered but also worked with the writing committee between forums on crafting the changes that were subsequently brought to the faculty.

As I wrote in my note to faculty members informing them that the University's Board of Directors had approved the revised Faculty Handbook, this is a living document, and so its policies and procedures are never immutable. I am quite certain that in a few months or years there shall be considerable revisions in it. But for the moment, let's enjoy this accomplishment.

Ralph L. Pearson
Provost and Vice President for Academic Affairs

I. INTRODUCTION

Duquesne University is a Catholic University in the charism of the Congregation of the Holy Spirit. As a Catholic University, Duquesne manifests a commitment to ecumenism. We welcome; we do not exclude. At the same time, we take great pride in our Catholic character and ambience, and we subscribe to the teachings of the Roman Catholic Church. As a University, we are compelled to search for truth. Our Catholic character demands an unfettered search for truth as the first loyalty of the mind in accordance with the teaching of St. Augustine, *Whatever is true, is ours*. Our teaching of the moral and ethical foundations of thought and action reflect our Catholic heritage and should pervade the University.

A. DUQUESNE UNIVERSITY FACULTY HANDBOOK

1. Purpose

This **Faculty Handbook** specifies the status, rights, and responsibilities of the faculty of Duquesne University. Separate sections of the Handbook are devoted to Academic Freedom and Responsibility; Appointment and Reappointment; Tenure and Due Process; Governance; Faculty Benefits; Professional Facilities and Resources; and relevant Miscellaneous Policies. Appendices include information on such matters as Promotion, Tenure, and Third-Year Review; Equal Opportunity/Affirmative Action; Sexual Harassment; Faculty Grievance Due Process Procedures; the Evaluation of Deans; Due Process for Students; Expectations of Academic Integrity; and other matters of importance to the faculty.

2. Relationship of Faculty Handbook to Other Documents/Policies

According to the *Charter, Bylaws and Executive Resolutions of the Board of Duquesne University*, the oversight and management of the University shall be vested in the Board of Directors, which shall adopt such resolutions as it deems necessary or appropriate for the conduct of the business and affairs of the University. Resolutions designated by the Board as Executive Resolutions of the Board (Executive Resolutions) govern the organization and administration of the University (Bylaws, Article II, Section 2.).

Relevant Executive Resolutions are frequently summarized or excerpted below, but the complete document should be consulted in *Charter, Bylaws, and Executive Resolutions of the Board* for specific information about the organization of the University, including the Corporation, the Board of Directors, and other administrative bodies; policies of governance; the duties and functions of the officers of the University; and the status, rights, and responsibilities of the faculty. **The Executive Resolutions and relevant sections of the Faculty Handbook are a part of a faculty member's contractual agreement with the University.**

A number of important documents that should be consulted in specific situations are included in *The Administrative Policy (TAP)*, a compilation of documents that explain operational procedures of the University. This compilation, and selected individual TAPs, are available in major administrative offices throughout the University, from the Office of Human Resources, and on the Office of Human Resources website. Pertinent sections of relevant TAPs are occasionally reprinted below.

Information of importance to faculty may also be found in other University documents, including *Criteria and Guidelines for Promotion, Tenure, and Third Year Review* (Appendix A), the *Student Handbook and Code of Student Rights, Responsibilities, and Conduct*, and the Bulletins, Catalogues, and other documents of the college and schools. Pertinent material from these documents is occasionally reprinted below. **The Executive Resolutions, the Administrative Policies, the Personnel Memoranda, and the University Promotion and Tenure guidelines have precedence over the Faculty Handbook.**

B. MISSION AND GOALS STATEMENT OF DUQUESNE UNIVERSITY

Mission

Spiritus est qui vivificat

Duquesne University of the Holy Spirit is a Catholic University founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious. Duquesne serves God by serving students — through commitment to excellence in liberal and professional education, profound concern for moral and spiritual values, maintenance of an ecumenical atmosphere open to diversity, and service to the Church, the community, the nation, and the world.

Goals

As a consequence of its mission, Duquesne University sets for itself the following specific objectives and general goals.

Academic Excellence

Duquesne emphasizes excellence in both undergraduate and graduate education and recognizes the interdependence of the two. It is committed to providing undergraduate students with a curriculum based on goodness, beauty, and wisdom, on the dignity of the person, and on the order of nature. It is equally committed to providing education of the highest quality in liberal and professional disciplines to prepare both undergraduate and graduate students for the responsibilities of leadership as experts and specialists.

As a consequence, Duquesne encourages, supports, and rewards a faculty distinguished by excellent teaching, by significant scholarship and research, by artistic creativity, by University service, and by professional and community activities. It strives to maintain a free and mutually supportive community characterized by respect and concern for students as individuals, by acknowledgment of the value of a faculty, administration, and student body of diverse background, interest and accomplishment, and by orientation toward the betterment of each other and of the larger communities which the University serves.

Therefore, a basic goal of Duquesne University is to support a community dedicated to the discovery, enhancement, and communication of knowledge and to the free and diligent pursuit of truth, in order to provide society with men and women able and willing to act as wise, creative, and responsible leaders.

Moral and Spiritual Values

It is Duquesne University's special trust to seek truth and to disseminate knowledge within a moral and spiritual framework.

As a Catholic University, Duquesne is dedicated to fostering an environment that invites, but does not conscript, participation in its spiritual life.

As a private University, Duquesne manifests its liberty to foster in all its disciplines the wise and diligent exploration of values, and to challenge its students to examine the moral and ethical foundations of their thought and action, and to develop their personal values and ethical commitment.

As a University of Spiritan heritage, Duquesne is dedicated to inspiring in its students, alumni, faculty and administration the willingness to transcend all frontiers in order to promote the liberation of humanity from everything that offends human dignity and freedom.

Therefore, a basic goal of Duquesne University is a commitment to the preparation of leaders distinguished not only by their academic and professional expertise, but also by their ethics, and guided by consciences sensitive to the needs of society.

An Ecumenical Atmosphere

Openness is the hallmark of Duquesne's intellectual tradition.

The University will continue to seek truth through various means, to receive insights from diverse schools of thought, and to provide an ecumenical community for the dialogue of students and teachers of all beliefs.

Therefore, a basic goal of Duquesne University is to provide an environment open to ecumenism in its most profound and meaningful form.

The Spirit of Service

Service has been one of the purposes of the University since its beginning. Besides seeking to instill the spirit of service in its students, Duquesne, within its means, reaffirms its desire to provide educational opportunities for students with special financial, educational, and physical needs.

Therefore, a basic goal of Duquesne University is to extend educational opportunity to students with special needs.

World Concerns

Duquesne strives to cultivate in its students the understanding that their destiny is related to that of their community, their nation, and their world, and works to build an attitude of service. As a consequence, Duquesne supports academic programs concerned both with the preservation of cultural traditions and with the contemporary realities of global needs and international responsibilities for peace, justice, and freedom.

Therefore, a basic goal of Duquesne University is to promote world community through the development of an international and intercultural academic vision.

C. ORGANIZATION AND ADMINISTRATION OF THE UNIVERSITY

The organization and administration of Duquesne University are specified in the *Charter and Bylaws* of the University.

In 1878, the Fathers of the Congregation of the Holy Ghost and of the Immaculate Heart of Mary established a College of Arts and Letters, which was incorporated in 1882. In 1911, the College and University Council of the Commonwealth of Pennsylvania, in approving an amendment in favor of the corporate name Duquesne University of the Holy Ghost, extended the charter to University status. In 2002, the corporate name was changed to Duquesne University of the Holy Spirit.

The business and affairs of the University shall be managed by a Board of not less than fifteen (15) Directors who shall be elected annually by the Members of the Corporation. (Bylaws, Article VI.)

The Officers of the University shall be a President, Provost/Vice President for Academic Affairs, Vice President for Management and Business, Vice President for Student Life, Vice President for University Advancement, Vice President for Mission and Identity, General Counsel, Secretary of the University, and such vice presidents as the Board shall determine from time to time with the approval of the Members.

The officers of the University shall be elected by the Board, with the approval of the Members of the Corporation, at the last meeting of the fiscal year. The President shall continue in office during the pleasure of the Board, and the other officers shall be elected by the Board on the recommendation of the President, report to the President, and continue in office during the pleasure of the President.

The officers of the University shall perform the duties assigned specifically to them under these Bylaws and shall perform such additional duties as may be assigned to them by the Board or by the President (Bylaws, Article VIII).

1. Corporation

Duquesne University is chartered in the Commonwealth of Pennsylvania as a Non-profit Corporation the purpose of which is to support and maintain a College for the instruction of youth in all branches of a thorough, moral and secular education (Charter, Article II). The members of the Corporation are the Provincial Superior and the Provincial Councilors of the Congregation of the Holy Spirit Province of the United States of America and such other members of said Province as are appointed by the Provincial Superior with the consent of the Provincial Council (Bylaws, Article III).

2. Board of Directors

The business and affairs of the University are managed by the Board of Directors subject only to the Reserved Powers of the Members of the Corporation.

3. The President and Provost/Vice President for Academic Affairs

The President is the Chief Executive Officer of the University. Responsible for implementing Board orders and resolutions, he or she is the official medium of communication between all components of the University and the Board of Directors.

The Provost/Vice President for Academic Affairs shall be responsible under the President for the educational operations of the University and shall have the powers and duties set forth in the Bylaws, Article VIII.

4. Academic Structure of The University

A college or school is a major academic unit of the University consisting of a Dean, who is the chief administrative officer, a faculty, and a body of students, who engage in the study of a curriculum or

several related curricula usually leading to one or more recognized degrees. The major academic units within the University are the McNulty College and Graduate School of Liberal Arts, the A.J. Palumbo School of Business Administration/ John F. Donahue Graduate School of Business, the Mylan School of Pharmacy, the Mary Pappert School of Music, the School of Education, the School of Nursing, the School of Law, the Rangos School of Health Sciences, the Bayer School of Natural and Environmental Sciences, and the School of Leadership and Professional Advancement.

The chief administrative officers of these major academic units are the Deans, whose duties are specified in Executive Resolution III and summarized below. Divisions and departments within these units are responsible for the method and content of courses offered within the division or department and other matters related to the instructional, research, and service functions of that unit, subject to the aims and objectives of the appropriate college or school.

5. University Councils and Committees

a. Councils. University Councils advise the President and members of the University administration regarding academic and other University policy issues.

1) The University Advisory Council. The membership of the Council shall include nine members of the faculty, the President of the Faculty Senate, four undergraduate students, two graduate/Law students, and two members of the staff.

The faculty of each college/school shall elect one faculty member to the Council.

The student members of the Council shall be elected annually by the Student Government Association. They shall include the president of the Student Government Association and one member each from the undergraduate classes of the University not represented by the Student Government Association president. The graduate/Law students shall be elected by the Student Government Association.

The staff members of the Council shall be appointed by the President on an annual basis.

The President shall meet with the University Advisory Council at least once each semester. The members of the Advisory Council may submit matters for the agenda of the meeting. The President, however, shall have the responsibility for determining the agenda.

The President may invite other officers of the University and members of the University community to participate in the meetings of the Council.

2) Academic Council

a) The voting members of this Council are specified by the Executive Resolutions of the Board of Directors. They are the Deans of the college and all the schools, the University Librarian, the President of Faculty Senate, and the Provost/Vice President for Academic Affairs, who serves as chairperson. Additionally, non-voting support personnel may be invited to attend as guests. These include, but are not limited to, the Executive Director of Admissions, the Executive Director of CTS, the representative of Faculty Senate, the representative of the

Student Government Association, and other support personnel invited by the Provost/Vice President for Academic Affairs.

- b) The Academic Council is the principal collegial administrative unit that represents the academic interests of the faculty to the President and Provost/Vice President for Academic Affairs. It also represents the President and Provost/Vice President for Academic Affairs to the faculty. It is responsible for implementing University academic policies.
- c) The Academic Council shall be responsible for overall academic planning in the University, subject to the direction and approval of the President. Any committee dealing with academic planning shall be structured as committees of the Academic Council, reporting through the Provost/Vice President for Academic Affairs to the President.
- d) The Academic Council shall advise the President and the Provost/Vice President for Academic Affairs with regard to the general policies of the University in all areas of an academic nature, including but not limited to: Admissions, Academic Student Advisement, Academic Standing, Core Courses, Bulletins, Calendar, Degrees, Programs, Class Offering and Schedules, Credits, Curricula, Class Admissions, Course Auditing, Withdrawal, Faculty Handbooks and Orientation, Grading, Library Policies, Placement Policies, Registration, Research Policies and Scholarship.

b. Committees

1) Standing Committees . Committees whose functions are considered to be continuing in nature are assumed to be permanent and hence are designated as standing committees.

- a) **The University Library Committee.** The members of this committee are the University Librarian and representatives appointed by the Deans of all the schools and college.
- b) **The University Committee on Scholarship and Financial Assistance.** The members of this committee are the director of Financial Aid and representatives appointed by the Deans of the college and all schools.
- c) **The University Budget Committee.** This committee shall advise the President on the University budget and assists in determining priorities for the allocation of funds to the various areas of the University.

The Budget Committee shall consist of: The Vice President for Management and Business, who shall chair the committee; the Provost/Vice President for Academic Affairs; the Vice President for University Relations; the Vice President for Student Life; the University Budget Officer; two Deans, with alternating two-year terms of appointment, elected by the Academic Council; the University Librarian; the President of the Faculty Senate; two members of the faculty; two undergraduate and one graduate/Law student; and one

person from the staff. The President may choose to participate in the meetings of the committee from time to time.

The Vice President for Management and Business may designate an executive secretary who shall serve the committee without vote.

The faculty members shall be elected by the faculty for a two year term. The Faculty Senate shall form a Nominating Committee. The faculty of each college/school will be asked if it wishes to submit a name. These names plus others supplied by the Nominating Committee will comprise the ballot. The two faculty receiving the highest number of votes shall serve with the following exceptions: No two members from the same school can serve at the same time, and no two members can serve at the same time from the College and the Graduate School. If the ballot is extensive, the Faculty Senate may choose to hold run off elections.

The student members shall be elected by the Student Government Association in the spring semester to serve for one year.

The staff members shall be appointed by the President.

The committee shall function under the direction and guidance of the Vice President for Management and Business.

d)

The University Promotion and Tenure Committee. This committee shall consist of eleven full-time tenured members of the faculty elected for staggered terms of three years. Each school shall elect one senior tenured faculty member each, except that the college shall have three senior tenured faculty members who are elected from a slate of candidates proposed by the College Council. The committee shall be chaired by the Provost/Vice President for Academic Affairs or a properly delegated person. The committee shall be instructed and directed by the Provost/Vice President for Academic Affairs.

The University Promotion and Tenure Committee's responsibility is to review and evaluate the application portfolios of all the University's candidates for third-year review, promotion and/or tenure, including the recommendations of the Dean, College or School Committee, department chair and the department committee. The purpose of the review is to recommend to the Provost those candidates whose retention, promotion, or tenure would serve the needs of the University, and whose professional achievements and potential for further growth clearly demonstrate that the candidate meets the University's overall expectations.

The committee shall also review the reappointment of all tenure track faculty during their third year as full-time members of the University faculty. If in the committee's judgment such a member of the faculty does not have the potential to be recommended for tenure, the committee shall recommend to the Provost/Vice President for Academic Affairs that the faculty member be granted a terminal one year contract for his/her fourth year at the University. The committee

may recommend to the Provost/Vice President for Academic Affairs that an untenured member of the faculty who clearly demonstrates the potential to meet the criteria for tenure be reappointed. The President's acceptance of recommendations of reappointment is not to be construed as a guarantee that the untenured faculty member ultimately will be promoted and tenured.

Each member of the committee shall evaluate each candidate and judge whether he or she is ineffective, effective, or excellent in the areas of teaching, scholarship and service, as described in the Executive Resolutions and Faculty Handbook. Based on the evaluation, the committee members shall then vote on the candidate's retention, promotion and/or tenure.

The committee is advisory to the Provost/Vice President for Academic Affairs who makes recommendations to the President. The President possesses discretionary authority in making final decisions.

- e) **University Grievance Committees.** Recommendations of grievance committees shall be binding on the University and on the other party if accepted and approved by the President. See Appendix D: University Grievance Committee for Faculty (Due Process Procedures).
 - f) **Graduate Council.** The Graduate Council considers matters related to graduate education at the University. It recommends policy and procedural initiatives and changes to Academic Council. Each school with graduate programs has a representative (appointed by the dean) on the committee. Faculty Senate also appoints a faculty representative to Graduate Council. The committee is chaired by the Associate Provost/Associate Academic Vice President.
- 2) **College or School Councils and Committees .** The Deans shall preside at meetings of the faculty council of the academic unit. Members on College or School Councils and Committees are appointed by the Deans of the respective college or school after consultation with their faculties and appropriate student representatives. The purpose, duties and procedures of each council or committee are codified in a manual or handbook compiled by each college or school.
- 3) **Academic Support Services .** Academic Support Services are provided by the University Library, the Registrar's Office, the Admissions Office, the Financial Aid Office, Computing & Technology Services and other administrative departments, whose operation shall not infringe upon the teaching and administrative authority of the college, schools, institutes, divisions or departments of the University (Executive Resolution II).

D. THE FACULTY AND ITS ROLE IN THE UNIVERSITY**The Role of the Faculty**

The essential role of the faculty in the educational mission of Duquesne is implicit in the stated goals and mission of the University. Without the faculty, the University would be unable to prepare its students intellectually, professionally, aesthetically, spiritually, or ethically for the ordinary responsibilities of life and for leadership in a free, complex, and changing society. Nor could the University seek to attain such goals as offering students a well-rounded and broad education which will inspire a permanent interest in learning; which will enable them to think, write and speak effectively; which will acquaint them with their cultural heritage and with the means of locating further information on it; and which will equip them with a depth of knowledge in a chosen area or discipline.

In order to exercise its essential role in the educational mission of the University, the faculty as a group and as individuals enjoys certain freedoms, both as citizens and as members of an academic community who are engaged in teaching and research. These freedoms are discussed in detail below.

Faculty on Tenure Track, Tenured Appointments and Librarians

The tenure track and tenured faculty consists of Professors, Associate Professors, Assistant Professors, and Instructors in the college, schools and institutes. With the exception of librarians who serve under the direction of the University Librarian, faculty members with tenure-track appointments, including those members of the Congregation of the Holy Spirit who have been appointed to the faculty, may be granted tenure and advancement in rank according to the provisions outlined in Appendix A of this Handbook.

Members of the faculty are designated as follows:

Instructor

Ordinarily, an Instructor is a full-time member of the faculty who does not possess a doctoral degree or the highest terminal degree recognized by the profession for which one has been trained. Instructors on full-time contracts will be promoted to the rank of Assistant Professor upon attainment of that degree.

Assistant Professor

An Assistant Professor is a full-time member of the faculty ordinarily possessing a doctoral degree or the highest terminal degree recognized by the profession in the field.

Associate Professor

An Associate Professor is a full-time member of the faculty possessing a doctoral degree or the highest terminal degree recognized by the profession for which one has been educated. An Associate Professor will normally have not less than three years experience as a full-time Assistant Professor (or its professional equivalent) at a University or at an equivalent institution.

Professor

A Professor is a full-time member of the faculty possessing a doctoral degree or the highest terminal degree recognized by the profession for which one has been educated. A Professor will normally have not less than five years experience as a full-time Associate Professor (or its professional equivalent) at a University or an equivalent institution. One achieves the rank of Professor by establishing a sustained and enduring record of excellence as a teacher and a scholar during his or her tenure as an Associate Professor.

Librarians

An individual possessing a masters or doctoral degree in Library Science from an American Library Association accredited institution (or a recognized and vetted foreign equivalent) employed full time by the Gumberg Library or the Center for Legal Information in a position designated as Librarian.

Non-Tenure Track Faculty

Individuals who are not on a tenure track or tenured, but who are employed to teach on a full-time basis constitute the non-tenure track faculty and may hold the rank of instructor or assistant professor and are members of the Duquesne faculty. Only those faculty with a terminal degree or degree accepted as terminal by the relevant accrediting body may hold the rank of assistant professor. With the exception of issues involving promotion and tenure for faculty on the tenure-track, the non-tenure track faculty has full voting rights on all faculty issues.

Responsibilities. Non-tenure track faculty teach, provide clinical expertise, and provide service to their departments, college/schools and/or the University in a manner determined by the individual departments.

Teaching Load. The expected teaching load for the non-tenure track faculty is 12 credit/contact hours per semester. With the approval of the Dean and Provost/Vice President for Academic Affairs, departments may reassign the non-tenure track faculty from classroom responsibilities.

Performance Evaluation. The Student Evaluation Survey will be administered in all classes, with at least one faculty peer review per academic year. The appropriate chairperson, Dean and Provost/Vice President for Academic Affairs and the President shall review annually the performance of each member of the non-tenure track faculty. Non-tenure track faculty members are eligible for all normal salary increments and faculty merit awards.

Executive Faculty

Members of the community who have reached the pinnacle of their professions in a non-academic setting, and are willing to provide their valued expertise to Duquesne University, may be appointed as Executive Faculty by the President upon the recommendation of the faculty and Dean of the College/School where they will reside. Executive Faculty provide services to their schools in a manner befitting their stature, unique expertise, and professional capabilities.

Emeritus Status

Emeritus Status may be granted to retiring members of the faculty by the President on the recommendation of the Dean and Provost/Vice President for Academic Affairs. Ordinarily, recommendations for Emeritus status emanate from the faculty member's school or department.

As a continuing member of the University community, the Professor Emeritus is entitled to attend appropriate University functions, to receive publications concerning the University, to receive library privileges, and to participate in the University parking program. The Office of the Provost/Vice President for Academic Affairs will maintain a list of emeriti faculty members, with information which could be utilized in facilitating academic and university service to the program, research projects, or activities involving liaison with the students, alumni, and the faculty. (See Appendix J.)

Auxiliary Faculty

Visiting Assistant Professor, Visiting Associate Professor, and Visiting Professor. Visiting faculty are individuals who hold the same academic rank at another academic institution and are teaching or conducting research at Duquesne. The normal term of appointment for a visiting faculty member is one year. Visiting faculty members do not have voting privileges and their specific responsibilities are determined by their chairs.

Adjunct Faculty. The adjunct faculty is comprised of individuals who teach up to 6 credit/contact hours per term at the University. Exceptions to this limit may be made by the Dean of the College/School. As a rule, adjuncts are responsible only for teaching. The SES will be administered in all classes taught by adjunct faculty. Adjunct faculty members do not have voting privileges and their specific responsibilities are determined by their chairs.

Adjunct Librarians. Adjunct librarians are employed part-time at the Gumberg Library.

Research Appointments. Research appointments consists of Research Faculty, Research Technicians, Research Associates and Postdoctoral Associates hired to work on scientific research projects in a laboratory setting. The appointment of Research Staff is for one year or less and is fixed by the letter of appointment. Pending available funding, appointments may be renewed.

II. ACADEMIC FREEDOM AND RESPONSIBILITY

A. ACADEMIC FREEDOM AND TENURE

In order to exercise its essential role in the educational mission of the University, the faculty requires certain freedoms, both as citizens and as members of an academic community engaged in teaching and research.

1. Freedom and Responsibility as a Citizen

The University faculty member, as a citizen, holds a position in the community that imposes special obligations. When speaking in public, the faculty member should at all times be accurate, exercise appropriate restraint, show respect for the opinion of others and make every effort to indicate that the public utterances are personal, not those of a spokesperson for the University.

2. Freedom and Responsibility in Teaching and Research

Academic freedom is essential to teaching. The teacher is entitled to freedom in the classroom. The teacher should not, however, interject opinions which have no relation to the subject and should not impose personal views of the subject upon the students. The teacher should respect the religious and ecumenical orientation of the University.

Freedom in research is fundamental to the advancement of truth. The faculty member is entitled to freedom in research and the publication of the results. Research, publication and consulting, including that done for pecuniary return, shall be subject to stated policies of the University and based upon prior written understanding with University authorities.

Significant procedural safeguards developed by the American Association of University Professors are included in University policies and procedures (e.g., in the procedures followed by the Faculty Grievance Committee, discussed below). While they are not binding on the University, faculty should nevertheless be aware of the following AAUP documents on Academic Freedom, Tenure, and Due Process (reprinted in *AAUP Policy Documents and Reports*):

Statement on Procedural Standards in Faculty Dismissal Proceedings (1958)

Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments (1989)

Recommended Institutional Regulations on Academic Freedom and Tenure (1999)
The "Limitations" Clause in the 1940 Statement of Principles on Academic Freedom and Tenure:
Some Operating Guidelines (1999)

See AAUP, Policy Documents and Reports, for additional Association positions on faculty matters.

B. RESPONSIBILITIES OF THE FACULTY

1. General Professional Responsibilities

It is assumed that faculty members will act in accordance with the accepted ethical norms appropriate to their profession (e.g., in the complete and accurate reporting of data or documentation of sources, in the fair treatment of students, colleagues, and other members of the University community). Furthermore, faculty are expected to meet Teaching, Scholarship, and Service responsibilities as described in the Promotion and Tenure section of the Handbook.

2. Specific University Responsibilities

Individual members of the faculty, by contracting for employment with the University in annual letters of agreement, shall be deemed to agree to pursue and uphold the purpose of the University as stated in the Second Article of the Charter and to comply with the University's Bylaws and Executive Resolutions. The faculty shall engage in instruction, research and University service, for which appropriate compensation and other employment benefits shall be granted in accordance with University policies and procedures approved by the Board of Directors, published in the current Faculty Handbook and incorporated in annual letters of agreement entered into between the University and the faculty member. In the event there is a conflict between the terms of a faculty member's letter of agreement and the Faculty Handbook, the letter of agreement shall control so long as it has been reviewed and approved by the Provost/Vice President for Academic Affairs. The Executive Resolutions shall control in any conflict between and among any rules of policy or procedures. (Executive Resolution IV.)

Faculty members are assigned to teach such classes as delegated to them by their departmental chairperson and/or Dean or director, according to the terms of their agreement. The normal instructional load consists of 12 hours per week or 24 credit hours or equivalent per academic year with no more than three different course preparations per semester.

Faculty members include in their services, in addition to their responsibility for preparing and teaching classes, the advisement and guidance of students, the preparation of examinations and correction of examination papers, the submission of grades, proctoring, and the preparation and review of course syllabi. Wherever applicable, faculty members supervise laboratories, read term and research papers, and direct theses and dissertations. They are called upon for service on academic committees and to participate in or direct University and/or student activities.

Full-time faculty members are obliged to attend faculty meetings of their departments and college/schools, Commencement Exercises, and academic convocations.

Faculty members in the roles of academic advisors are expected to be available for counseling advisees and students in their classes during posted office hours, which are scheduled so as to reasonably meet the needs of students.

Subject to the general policies and requirements of the University as approved by the Academic Council and President, each college or school is granted autonomy to:

- a. establish the standards of admission;
- b. establish the requirements for the granting of its degrees;
- c. certify its graduates for the conferring of degrees by the University;
- d. define, add, delete, and evaluate courses within its area;
- e. determine the composition, qualifications, and professional responsibilities, including academic advising, of its own faculty;
- f. establish, evaluate, and change the methods of teaching within its area and establish the conditions for laboratory and class conduct and size;
- g. designate the library acquisitions necessary to implement academic programs and studies within its area;
- h. discipline its students in conformity with the general University policy and communicate with the Vice President for Student Affairs when appropriate;
- i. designate the content of its Bulletin;
- j. determine its own bylaws for operation of its faculty in establishing an orderly procedure for implementing the above;
- k. organize its college/school in such a way as to promote its objectives.

3. Faculty Responsibilities with Regard to Student Rights

According to the Code of Student Rights, Responsibilities, and Conduct, all students have a right to expect certain rights, including the right to be evaluated fairly in all academic endeavors and to challenge an academic evaluation in accordance with Academic Due Process. (Appendix F, Faculty Responsibilities, II.)

Among the Due Process rights accorded students are the following:

- a. Faculty members must distribute at the first meeting of each class a course syllabus which includes at least the following information: course requirements, course assignments and expectations, types of examinations (when possible), evaluation process for grading (including +/- grading), and policy regarding class attendance. If major changes in the above categories of the syllabus are necessary, they must be given to the students in writing.
- b. Students final examinations and all other relevant grading information must be kept on file by the faculty member or the department for review by the student for a period of twelve (12) months following their administration.
- c. It is the faculty member's responsibility to see that examinations are properly monitored to insure academic honesty.

- d. The faculty member is responsible for assigning grades in a fair manner, consistent with policies stated in the syllabus, or subsequently modified in a written adjustment of the syllabus.
- e. No one may change a grade, except for the faculty member or the Provost/Vice President for Academic Affairs. The Provost/Vice President for Academic Affairs may change the grade only after the Academic Due Process Committee has recommended said change, except in the case of a disputed grade assigned by a faculty member no longer employed by the University; in such circumstances, a grade may be changed by the Provost/Vice President for Academic Affairs upon the recommendation of the appropriate Deans and the chairperson.

4. Outside Employment

Faculty members are expected to devote their full time and energies to their teaching responsibilities, scholarship, and service to the University. During the term of appointment, a member of the faculty shall not engage in any activity which encroaches upon any of these obligations to the University. In the case of full-time faculty members, the annual written consent of the appropriate Dean, director, or chair is required for accepting outside employment of any kind or for engaging in consulting activities that could occupy more than an average of one day per week. This consent shall be given only after careful consideration of the contribution of the consulting activities or proposed employment to the faculty member's teaching and scholarship, and with appropriate regard to the amount of time required, its effect upon teaching duties, and the possibility of conflict with the dignity expected of a person of professional standing. Consent will not be denied without due cause.

5. Miscellaneous

- a. **Participation in Conventions and Meetings of Learned Societies.** Faculty members are encouraged to take part in activities and meetings of learned societies and organizations provided that class obligations are met with the chair or Dean's approval. Travel funds supporting the attendance of a faculty member at conventions and meetings may be approved by the chair or Dean within budgetary limitations. Upon returning from the meeting, an itemized accounting of expenses is to be submitted to the chair or Dean.
- b. **Calendar and Class Schedule.** The University Calendar is listed in the Schedule of Classes for the University. Approved holidays are listed in the University Calendar.

The Schedule is the official roster of course offerings for a semester or summer session. The Schedule is approved by the Dean and communicated to the Registrar. University classes are offered at various times during the day and evening. Faculty members are obligated to meet on the days assigned by the Registrar and to begin and end classes at the appropriate time. If faculty members cannot meet their classes, they must notify their chair/Dean, so that adequate class arrangements may be provided.

It is left to the faculty of the college and the schools to determine whether class attendance is mandatory for their students, but faculty members should inform students on the first day of class of the requirements concerning attendance.

- c. **Presidential Awards and Grants for Faculty.** The University has initiated awards acknowledging faculty excellence in teaching, scholarship, community service and University service. When financial resources are available, those faculty members chosen for recognition will receive cash awards. Annual selections are made by a

committee composed of previous awardees and representatives appointed by the President. The University also seeks to promote faculty development, research, and scholarship by providing competitive grants when financial resources are available. Procedures and guidelines relating to faculty awards and grants are disseminated annually under the direction of the Provost/Vice President for Academic Affairs.

III. APPOINTMENT AND REAPPOINTMENT

A. APPOINTMENT

1. Appointment of Tenure Track Full-time Faculty

Individuals appointed to tenure track full-time faculty positions in the University may be granted tenure and advancement in rank. Faculty members are appointed by the President upon recommendation of the Provost/Vice President for Academic Affairs and the appropriate Dean or director and the chairperson and members of the appropriate department or division. Ordinarily, tenure track full-time faculty positions are filled through a good faith national search process. Exceptions must be approved by the Provost/Vice President for Academic Affairs. On the recommendation of the Provost/Vice President for Academic Affairs, a faculty member with previous full-time service in an instructional or research capacity, at the rank of Instructor or higher on the faculty of another college or university, may be given one to three years credit toward promotion to the Associate Professor level and tenure; provided, however, the University reserves the right to deny credit for previous experience and, accordingly, to require as many as five years service on the University's faculty before being considered for tenure. Such requirements shall be stated in the initial letter of appointment. Individuals appointed to tenure track positions may not be transferred to non-tenure track positions.

2. Appointment of Non-Tenure Track Full-time Faculty, Librarians, Administrators

Non-tenure track faculty members are appointed to one-year renewable contracts, and only one-year renewable contracts. Exceptions must be approved by the Provost/Vice President for Academic Affairs. The initial term of appointment for any non-tenure track faculty member shall be one year. Non-tenure track full time faculty members are appointed by the President upon recommendation of the Provost/Vice President for Academic Affairs and the appropriate Dean or director and the chairperson and members of the appropriate department or division. Ordinarily, full time non-tenure track positions are filled through at minimum a good faith regional search process. Exceptions must be approved by the Provost/Vice President for Academic Affairs.

Individuals appointed to non-tenure track positions may not be transferred, either at their own request or at the request of the Dean to a tenure track appointment. When a tenure track position becomes available within a school, individuals appointed to non-tenure track faculty positions may request to be considered for such a position in the context of a national search. Should a non-tenure track faculty member subsequently be appointed to a tenure track position, no time accumulated in service as a non-tenure track faculty member shall apply toward tenure or promotion without the approval of the Provost/Vice President for Academic Affairs.

Librarians of the University shall be appointed for a term of one year. They may be reappointed by the President on the recommendation of the University Librarian and the Provost/Vice President for Academic Affairs. The University Librarian shall establish procedures under which the performance of the librarians shall be reviewed regularly.

3. Appointment of Auxiliary Faculty

The appointment of auxiliary faculty is for the period fixed by the letter of appointment, of one year or less. Such appointments may be renewed annually. Contracts exceeding one year in duration must be approved by the Provost/Vice President for Academic Affairs upon written application by the Dean of the college or school desiring to make such an appointment. It is expected that the Dean will consult with the tenured faculty of the college/school or department prior to making such an application.

4. Appointment of Administrators

Appointments of administrators of academic divisions are covered in Executive Resolution III. All such officers are selected according to established written procedures appropriate to the position. Deans and directors serve at the discretion of the President and may be removed or reappointed at any time.

Chairpersons or directors of divisions or departments are appointed by, and serve at the discretion of, the President. Such appointment usually carries the recommendation of the Dean of the college or school and of the full-time faculty of that division or department, following an established procedure written and published by that faculty, together with the approval of the Provost/Vice President for Academic Affairs. The term of appointment shall not exceed three years, subject to removal by the President during the period in case of failure to perform the responsibilities of the office. The incumbent chairperson or director of a division or department may be a candidate for reappointment following an established procedure chosen by that faculty, together with the approval of the respective Dean and the Provost/Vice President for Academic Affairs.

Chairpersons or directors of divisions or departments who, prior to their appointment, have been granted tenure, shall continue to enjoy tenure. Appointment as a chairperson or director of a division or department does not, of itself, constitute grant of tenure nor does such service as chairperson or director qualify as a factor in meeting the performance expectations for tenure.

5. Notice of Nonreappointment

At the end of the term of appointment as defined in the letter of agreement, the appointment of any tenure track member of the faculty by the University ceases unless the faculty member is reappointed.

Notice of intention not to reappoint shall be given in writing:

- a. not later than March 1 of the first year of service;
- b. not later than December 15 of the second year of service;
- c. at least twelve months before the expiration of a contract of an appointment which has continued for more than two years.

6. Evaluation

The appropriate chairperson, Dean and Provost/Vice President for Academic Affairs and the President shall review annually the performance of each member of the teaching and administrative staff. Part of the annual review of faculty will include at least one Student Evaluation Survey per semester. The University Librarian shall establish procedures under which the performance of the librarians shall be reviewed annually.

E. MISCELLANEOUS**1. Date Tenure Takes Effect**

Following a successful application for tenure, the University will offer a tenured contract beginning with the next academic year.

2. Immunity from Liability

Executive Resolution VI specifies that applicants for academic employment, including continued employment, tenure, or advancement in academic rank, agree that the University and its employees will be immune from civil liability arising from any act, communication, report, recommendation or disclosure with respect to such person.

IV. TENURE AND DUE PROCESS

This section discusses the tenure and due process protections operating at Duquesne University and the procedures to be followed in cases where a faculty member's competence is called into question.

A. TENURE

As the *1940 Statement of Principles on Academic Freedom and Tenure* indicates, "After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of voluntary retirement ..., or under extraordinary circumstances because of financial exigencies." In cases where the fitness of a faculty member with tenure (or of a non-tenured faculty member before the expiration of his or her term of appointment) is questioned, academic due process is crucial at all stages of dismissal proceedings.¹

The termination of tenure at Duquesne University is covered in Executive Resolution IV, K, quoted here in full:

Termination of Tenure .**1. Forfeiture for Misconduct or for Incompetence**

A faculty member's tenure may be forfeited by serious misconduct or for professional incompetence.² In the event of proposed termination for reasons of serious misconduct or for professional incompetency, tenured faculty shall be entitled to a hearing by a committee of the University Grievance

¹ It should be emphasized that tenure is designed to insure academic freedom, which is the right of all faculty: "During the probationary period a teacher should have the academic freedom that all other members of the faculty have" (p. 4). As the AAUP "Statement on Procedural Standards in Faculty Dismissal Proceedings" indicates, the protections of due process in dismissal proceedings are crucial for faculty with unexpired term appointments as well as those with tenure.

² "Serious Misconduct" includes but is not limited to failure to observe the principles of the Mission Statement of Duquesne University or elaborations thereof approved by the Board of Directors, conduct involving moral turpitude, failure to observe specific University policies with regard to discrimination or sexual harassment, failure to treat faculty colleagues, students, staff or administrators with respect, failure to adhere to the standards of conduct found in Executive Resolutions, policies, Personnel Memoranda, or the provisions of this Faculty Handbook.

"Professional Incompetence" includes but is not limited to failure to meet highly effective standards of teaching, research, published scholarship and University service, failure to meet classes on time, unapproved cancellation of classes, and failure to meet deadlines.

B. TENURE

The University Promotion, Tenure, or Third Year Review guidelines are appended in their entirety as Appendix A of the Faculty Handbook. All faculty should become familiar with this document.

Tenure may be awarded only by the President and only in writing. Normally, tenure is not awarded to individuals below the rank of Associate Professor. In deciding whether to award tenure, the President shall consider, as appropriate, the recommendations of the faculty member's department or college/school, University Promotion and Tenure Committee and the Provost/Vice President for Academic Affairs.

Notice will be given before the end of the sixth year of employment if the faculty member is not to be awarded tenure. Tenure entitles the faculty member to renewal of the annual faculty agreement until termination pursuant to Executive Resolution IV or retirement.

The award of tenure is covered in Executive Resolution IV, J, quoted here in full:

Full-time members of the faculty who have demonstrated excellence in teaching, scholarly and professional activities, and service to the University and who show promise of continued professional growth may be promoted to tenure. At least the following factors shall be considered in making the decision whether to award tenure: teaching performance; attainment of advanced degree; professional experience; participation in appropriate learned societies; evidence of significant scholarly research; University service; professional and community activities; and publication of articles or books held in high regard by other individuals in the faculty member's discipline, and contributions to the quality of campus life. The educational needs and priorities of the University and its financial circumstances shall also be important considerations in each tenure decision. Enrollment and prospective enrollment in the faculty member's field, the academic plans and goals of the faculty member's department, division and college/school, the present composition of the faculty in terms of tenure and area of specialization are all relevant factors in assessing the University's educational needs.

C. CESSATION OF APPOINTMENT

All full-time faculty members who do not desire to be re-employed at the expiration of the agreements [of employment] are expected to notify their chief administrative officer in writing not later than December 15 of the academic year in which they wish to terminate their employment.

D. PROCEDURES FOR EVALUATION

On specific procedures to be followed in evaluations of candidates for promotion, tenure, and/or third-year review, it is imperative that faculty consult the section on *Criteria and Guidelines for Promotion, Tenure, and Third Year Review*, Appendix A of the Faculty Handbook. The Office of the Provost/Vice President for Academic Affairs shall maintain a file that contains all promotion and tenure policies and procedures of each school and the departments of the college.

Committee for Faculty (see Executive Resolution VII). The member shall be informed before the hearing in writing by the President of facts upon which such proposed termination is based and shall have the opportunity to present a defense. The member and the University may be represented at the hearing by counsel. There shall be a record made of the proceedings by electronic or other appropriate recording process and the same shall be made available to the parties. At the hearing, testimony may include that of faculty and other scholars, either from the University or from other institutions, and any other relevant testimony. The committee shall advise the faculty member and the University President of its decision in writing within 30 days from the date of the termination of the hearing. If the committee's recommendation is that the faculty member should not be terminated and the President concurs, the case shall be closed. If the committee's recommendation is that the faculty member be terminated and the President disagrees with that recommendation, the case shall be closed. If the President terminates the affected faculty member either by approval of the committee's recommendation or by his/her own decision, following a committee recommendation of retention, the affected faculty member may have the final decision of the President reviewed by the Board of Directors.

2. Termination of a Tenured Appointment for Reasons of Financial Exigency

The employment of a tenured faculty member may be terminated for reasons of financial exigency. Such terminations may occur only under extraordinary circumstances because of a demonstrably *bona fide* financial exigency which cannot be alleviated by less drastic means. On the recommendation of the President, the Board of Directors shall establish a joint committee of the Board and of the Faculty Senate to investigate the financial condition of the University. The committee shall report its findings and recommendations to the Board and the Board shall determine whether or not a condition of financial exigency exists. The Academic Council of the University shall be responsible for determining the extent and areas in which reductions are to be made.

Faculty members so affected are entitled to a reasoned explanation for the decision and shall have the right of access to appeal procedures outlined in K.1. of Executive Resolution IV.

The University shall make every reasonable effort to place the faculty member in another position within the University for which the faculty member is qualified. When such a position is available, a new letter of agreement shall be offered. If such a possibility does not exist, then at least one year's notice must be given. The position vacated cannot be filled for a three-year period unless the released faculty member has been offered reinstatement and a reasonable period to accept.

3. Termination of a Tenured Appointment for Reasons of Discontinuance of a Division, Department or Program

The employment of a tenured faculty member may be terminated as a result of the discontinuance of a division, department or program. Such termination shall be based essentially upon educational and financial considerations. Such determination shall include consideration of the recommendations of the involved faculty. The provisions of Executive Resolution IV shall apply with regard to the faculty member's rights, the University's obligations, and the procedures for hearing and review in the event of such terminations.

4. Termination for Medical Reasons

Termination of an appointment with tenure, or of a probationary or special appointment before the end of the period of appointment, for medical reasons, will be based upon documented medical evidence that the faculty member cannot continue to fulfill the terms and conditions of the appointment. The decision to terminate will be reached only after there has been appropriate consultation and after the faculty member concerned, or someone representing the faculty member, has been informed of the basis of the proposed action and has been afforded an opportunity to present the faculty member's position and to

respond to the evidence. If the faculty member so requests, the evidence will be reviewed by the University Grievance Committee for faculty before a final decision is made.

B. DUE PROCESS : UNIVERSITY GRIEVANCE COMMITTEE FOR FACULTY

Executive Resolution VII provides for a standing University Grievance Committee for Faculty, elected by the faculty, which is responsible for receiving and investigating grievances according to due process procedures originating in the office of the Provost/Vice President for Academic Affairs. Its recommendations, if approved by the President, are binding (Executive Resolution VII). See Appendix D for the full text of the due process procedures.

V. GOVERNANCE

A. THE APPOINTMENT AND EVALUATION OF ADMINISTRATIVE OFFICERS

Faculty involvement in the appointment and evaluation of academic officers is acknowledged in the Executive Resolutions. Faculty representatives serve on search committees appointed to recommend candidates for appointment to the office of President (Executive Resolution I).

Faculty are centrally involved in the appointment and reappointment of Deans: according to Executive Resolution III.

Appointment and Reappointment of Deans

Deans of the college and professional schools shall be appointed by the President of the University. The Search Committee shall consist of seven voting members and at least one non-voting student member. At least four of the seven members shall be full-time tenured faculty. At least three of the four shall be elected by the faculty of the school having the decanal vacancy. The remaining faculty member shall be appointed by the President. The President shall also appoint three additional members to the committee which may include a Dean of another college/school within the University, representatives of the alumni of the college/school, and the community served by the college/school. The non-voting student member shall be selected by the voting members of the committee. The President shall appoint the chair of the committee.

The President shall charge the Search Committee with the standards required for the particular deanship and other requirements of the search. The committee shall invite several candidates for interviews in which all faculty will have an opportunity to indicate in writing to the committee the acceptability of each of the candidates. The names of three candidates shall be submitted to the President unranked and in alphabetical order. If the candidates presented by the Search Committee are unacceptable to the President, the President shall direct the Search Committee to present the names of three additional candidates, unranked and in alphabetical order. If there is no acceptable candidate in the second list, the President shall have the authority to appoint any qualified person to the position.

Deans' normal initial term of office shall be for a period of five years. Subsequent terms of office shall be for periods of three years. Length of term notwithstanding, all Deans serve at the discretion of the President and may be removed or reappointed at any time.

Before reappointing a Dean for a term beyond the initial term, the President shall require the Provost/Vice President for Academic Affairs to solicit the opinions of the full-time faculty of the school or college, and from other administrators and students regarding the performance of the Dean. This information together with the

recommendation of the Provost/Vice President for Academic Affairs shall be considered by the President in making the decision whether to reappoint the Dean (Executive Resolution III).

Directors of institutes shall be appointed by the President upon the recommendation of the full-time faculty and students affiliated with the institute and in consultation with the appropriate Dean or Deans and with the Provost/Vice President for Academic Affairs. In determining whether to reappoint a director, the President, through the office of the Provost/Vice President for Academic Affairs, shall consider the opinions of the appropriate Deans and of the full-time faculty and students of the institute (Executive Resolution III).

Appointment and Reappointment of Chairs

Chairpersons or directors of divisions or departments, similarly, are appointed by the President upon the recommendation of the full-time faculty of that division or department, following an established procedure written and published by that faculty, together with the approval of the respective Dean and the Provost/Vice President for Academic Affairs. The incumbent chairperson or director of a division or department may be a candidate for reappointment following an established procedure chosen by that faculty, together with the approval of the respective Dean and Provost/Vice President for Academic Affairs (Executive Resolution III).

B. FACULTY SENATE

Faculty Senate, along with the Alumni Association and Student Government Association, are organizations that participate in the operation of the University. The Faculty Senate functions as the deliberative body, the voice, and the primary agent of faculty involvement in University governance of the faculty of Duquesne University. The Senate consists of representatives of full-time faculty, including administrators who have faculty status, and professional librarians of the Gumberg Library and librarians of the School of Law Center for Legal Information. Its purpose, according to Executive Resolution, is to provide greater opportunity for mutual understanding and effective communication between the faculty and other interdependent components within the University (Executive Resolution VIII).

APPENDIX A

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APPENDIX A:**CRITERIA AND GUIDELINES FOR PROMOTION, TENURE AND THIRD YEAR REVIEW**

The following guidelines represent the official position on University Promotion and Tenure for Duquesne University -- August 1, 2005.

No party, other than the President of the University, is permitted to allow deviations from the criteria stated in this document. Any such deviations granted by the President will be provided to the appropriate faculty member and his or her Dean in writing. Advice contrary to the criteria stated in this document is invalid and is to be ignored. Questions of interpretation should be discussed with the University Provost/Vice President for Academic Affairs at the time of their occurrence.

Parts I and II of Appendix A have been designed to provide examples and illustrations of indicators which may be used by departmental, college/school, and/or university review committees. It should be considered as merely descriptive of the type of characteristics often exhibited by faculty members at each professional level. It is not expected that faculty members will possess all of the traits noted within. In addition, the descriptions contained in Parts I and II are meant to be illustrative. Faculty may possess other important attributes which contribute to their development as teachers and scholars.

Ralph L. Pearson
Provost/Vice President for Academic Affairs

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Definitions

Research tenure track faculty meet the university criteria for initial appointment related to teaching, research, and service. Their primary focus will be on teaching and the conduct of research and other scholarly activities related to the development of knowledge within their discipline.

Clinical tenure track faculty meet the university criteria for appointment related to teaching, scholarship that supports the translation of knowledge into practice, and service. Their primary focus will be on teaching and practice in the direct delivery of service in a practice setting.

Policies

1. Schools and/or departments seeking faculty for full-time tenure track appointments must designate the appropriate track (clinical or research) at the time the contract is issued to the new faculty member.
2. Initial academic rank is determined by the established university criteria for appointment and promotion.
3. Transfers between the research and clinical tracks are prohibited.
4. Applications for promotion and/or tenure for faculty in either the research or clinical tracks must be reviewed by the regular committees established for that purpose.
5. Expected documentation for promotion and/or tenure will be the same for both tracks.
6. The suggested time frame for time in rank for faculty in the clinical track parallels the time frame for faculty in the research track.
7. The maximum period of tenure-track service may be extended by one year at the request of the tenure-track faculty member on the occasion of the birth or adoption of that faculty member's child, or on the occasion of an extended illness of the faculty member or an immediate family member (e.g. parent, spouse, child) requiring significant care from the faculty member. A faculty member may use this provision no more than two times during the tenure-track period. The request for extension must be made in writing to the Provost/Vice President for Academic Affairs within three months of the birth, adoption, or illness and no less than six months before the faculty member's portfolio is due for departmental review.

PART I. RESEARCH FACULTY:***General Criteria For Promotion, Tenure, and/or Third-Year Review***

Promotion, tenure, and/or third-year review of faculty is traditionally based upon an evaluation of the individual's development and proficiency in the areas of teaching, scholarship, and service. Successful candidates for third-year review will be judged to show the potential for excellence in either teaching or scholarship and at least effective in the remaining two areas of evaluation. Successful candidates for promotion and tenure will be judged to be excellent in either teaching or scholarship and at least effective in the remaining two areas of evaluation. Consideration for professorship requires excellence in both teaching and scholarship and a service record judged to be at least effective. It is the responsibility of the candidate to present all evidence in the evaluation of the case for promotion and/or tenure. With the exception of updates relating to works under review, no changes may be made to the application portfolio once it has been submitted to the Dean/chair.

Teaching. Faculty members ordinarily have responsibilities which include classroom and other assigned teaching activities. Teaching presupposes a basic responsibility to communicate information and knowledge to students, to

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assist them in the development of learning skills and critical thinking, to foster an understanding of the process of problem solving, and to instill in them a sense of moral and ethical responsibility for their actions.

Faculty members advise, counsel and mentor students. The faculty advisor may also supervise or monitor the student's research activities and progress.

Scholarship. It is the responsibility of the university faculty to contribute actively to the growth and development of knowledge and to communicate that knowledge. Consequently, all faculty are expected to demonstrate evidence of scholarly activity which may take the form of basic and applied research, clinical research, professional practice-oriented research (including pedagogy) in scholarly publications, or other scholarly or creative professional pursuits. Publication of research results is an ordinary and expected outgrowth of scholarly activity. Substantiation of research or scholarly activity is also provided by invitations tendered by professional or scientific groups, contributed presentations at professional meetings, grants or contracts.

Service. Service includes participation in department, school or university committees involving academic or administrative matters. Faculty also render service to the university by serving as advisors to student organizations or as officers in faculty organizations. Participation in learned and professional societies is expected. Participation in community activities, particularly in ways relevant to the faculty member's professional expertise, is also recommended. These activities contribute to the professional growth of faculty members and are beneficial to the school and the university.

Illustrations of Expected Levels of Competency

In evaluating faculty performance in each of the foregoing categories, it is recognized that both specific evaluative criteria and the level of advancement to which one is aspiring must be considered. The following examples, while not binding or inclusive, are provided to illustrate the levels of competency to be expected.

Professor

Promotion to the rank of professor requires evidence of excellent and sustained performance as a teacher and scholar. It is the combination of these two principal academic functions, at a level of superiority, that is required for a professor. Successful candidates for the rank of professor will have provided an extensive range of services to their schools, the University, the profession and the community on a level judged to be at least effective.

The candidate is generally expected to have achieved broad recognition for scholarly accomplishment in his or her field. Such recognition is normally demonstrated by publication of monographs or books by academic publishers, by publication of articles in major journals in the field, by holding office in a national academic/professional organization, winning competitive refereed grants, and/or visible participation in national scholarly affairs.

A candidate will demonstrate educational influence well beyond his/her own classroom. Such individuals may demonstrate their ability as master teachers by winning university or other teaching awards, lending their expertise to college/school or university curriculum development, or publishing textbooks and/or articles on teaching.

Critical factors in evaluation for promotion to professor include: quality of teaching and of research productivity, quality of theses and dissertations prepared under the candidate's active supervision, participation in departmental, college, and university educational activities, participation in relevant professional and scientific organizations, and, where appropriate, performing and production.

Associate Professor

Promotion to the rank of associate professor requires excellence in either teaching or scholarship and at least effectiveness in the remaining two categories of evaluation. Associate professors demonstrate skill in

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teaching, a substantive research program and publications that reflect original contributions to the body of knowledge in their field, and involvement in service activities for their department, school, the university and/or their community.

Assistant Professor

Assistant professors usually possess the recognized terminal degree in their field. They are normally at the beginning stages of their career.

Instructor

Ordinarily, individuals without a terminal degree will be employed at the instructor level. Instructors on full-time contracts will be promoted to the rank of assistant professor upon completion of the requirements for a terminal degree unless that requirement has been waived in the original letter of appointment because of the professional field.

Tenure

Generally, the granting of tenure and promotion to the rank of associate professor occurs simultaneously. Thus, the criteria above apply to tenure decisions as well. Under normal circumstances, faculty are reviewed during the sixth year of their full-time appointment at the university. A candidate will be reviewed for tenure only one time.

Third-Year Review

Successful candidates for retention are expected to possess a terminal degree in their field. Retention beyond the third year is acknowledgment of an individual's potential for achievement of the requirements for promotion and tenure. Qualifications for retention include high expectations of future teaching and scholarship.

Satisfactory student and peer teaching evaluations, publication (or acceptance for publication) of articles in scholarly journals, and presentation of papers at local and regional conferences are generally expected of third year candidates. Service for candidates undergoing third-year review will normally be confined to departmental and/or school-level committees. A successful third year review decision does not in any way guarantee that the untenured faculty member will ultimately be awarded tenure.

Completion of a dissertation is not considered to be evidence of a full time faculty member's scholarly achievement. Completion of the doctorate or other terminal degree in one's field is considered to be the minimum achievement expected prior to consideration for retention.

Illustrations of Evaluation Criteria

Criteria employed to determine excellence or effectiveness may include, but are not limited to, the following:

Teaching*Indicators of Excellence:*

- Selection for a university, college, or professional society's Outstanding Teaching Award
- Evidence of courses taught at a rigorous and challenging level
- Publication of widely-adopted or acclaimed instructional materials, e.g., textbooks
- Outstanding teaching performance evaluation
- Development of innovative pedagogical methods and materials
- Chair of graduate student thesis and/or dissertation committees
- Evidence of outstanding academic advising/mentoring
- Publications on curriculum development and teaching methodology in scholarly/peer-reviewed journals

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- Evidence of significant student learning as a result of one's teaching
- Authorship of a funded external teaching-oriented grant proposal
- Service Learning

Indicators of Effectiveness:

- Development of new courses or major revision of existing courses
- Member of student advisory committees
- Evidence of diligent class preparation
- Coordination of multi-section course
- Service as undergraduate or graduate advisor/mentor
- Significant self-development activities leading to enhanced teaching effectiveness
- Member of graduate student thesis and/or dissertation committees
- Use of instructional technology where appropriate
- Evidence of satisfactory teaching performance evaluations

Scholarship*Indicators of Excellence:*

- Award by a university, college, or professional society for outstanding scholarship
- Publications in major/peer-reviewed journals in the field
- Receiving major fellowship or research awards
- Frequent citation of publications
- Publication of scholarly book(s)
- Publication of a chapter in a scholarly/peer-reviewed book
- Editor of a major journal or monograph series
- Receiving patents
- Member of review panel for national research organization
- Authorship of funded external research-oriented grant proposal

Indicators of Effectiveness:

- Publications in scholarly/peer-reviewed journals
- Presentation of scholarly papers at international, national or regional meetings of one's discipline
- Participation in research or practice workshops, seminars, or other scholarly meetings
- Publications in refereed proceedings of conferences and professional meetings
- Significant self-development activities, such as internal faculty development grants, that lead to increased research and publication effectiveness
- Member of editorial board of a major journal or monograph series
- Publication of an analytical book review for a major journal in the field
- Referee/reviewer for major funding agencies

Service*Indicators of Excellence:*

- Officer in the Faculty Senate
- Officer in a national professional organization
- Service on a national governmental commission, task force or advisory board
- Program chair or similar chair at a national meeting
- Chair of a major standing or ad hoc Duquesne University committee
- Organization of research symposia
- Service as a reviewer for major refereed journals

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Indicators of Effectiveness:

- Service on university, college, school, and department committees and task forces
- Committee chair of national professional organization
- Officer in regional or state professional organization
- Committee chair for regional or state professional organization meeting
- Service as a consultant to business or governmental agencies
- Advisor to student organizations
- Significant community service such as membership on an institutional board related to one's profession, membership on a city or municipal planning commission, membership on a school board, or holding office in a regional artistic or social welfare organization.

Part II. CLINICAL FACULTY:

Clinical faculty serve as models for their students and conduct research/scholarship that translates new knowledge in their discipline into clinical practice and clinical practice into new knowledge.

Appointment of faculty to either the research or clinical tracks permits advancement upon parallel lines of promotion and tenure.

General Criteria For Promotion, Tenure, and/or Third-Year Review

Promotion, tenure, and/or third-year review of faculty is traditionally based upon an evaluation of the individual's development and proficiency in the areas of teaching, scholarship, and service. Successful candidates for third-year review will be judged to show the potential for excellence in either teaching or scholarship and at least effective in the remaining two areas of evaluation. Successful candidates for promotion and tenure will be judged to be excellent in either teaching or scholarship and at least effective in the remaining two areas of evaluation. Consideration for professorship requires excellence in both teaching and scholarship and a service record judged to be at least effective. It is the responsibility of the candidate to present all evidence he or she wishes to have considered in the evaluation of the case for promotion and/or tenure. With the exception of updates relating to works under review, no changes may be made to the application portfolio once it has been submitted to the Dean/chair.

Teaching. Clinical faculty members ordinarily have responsibilities for didactic and clinical instruction and/or supervision. These responsibilities presuppose a basic responsibility to communicate information and knowledge to students, to assist them in the development of learning skills and critical thinking, and to instill in them a sense of moral and ethical responsibility for their actions. Specific responsibilities may include the development of clinical settings, training and supervision of students, and the identification and evaluation of student competencies. Clinical faculty members may be called upon to attest to the capability of their students to enter practice within the profession.

Clinical faculty members advise, counsel and mentor students. The faculty advisor may also supervise or monitor the student's research activities and progress.

Scholarship. Clinical practice is essential to the school. The time required to develop and maintain an active clinical practice may occupy a substantial amount of the clinical faculty member's time. Therefore, research and scholarly achievement will be evaluated in a manner which gives consideration to this fact.

It is the responsibility of the university faculty to contribute actively to the growth and development of knowledge and to communicate that knowledge. Consequently, all faculty are expected to demonstrate evidence of scholarly activity which may take the form of basic and applied research, clinical research, professional practice oriented research (including pedagogy) in scholarly publications, or other scholarly or creative professional pursuits. Publication of research results is an ordinary and expected outgrowth of scholarly activity. Substantiation of

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research or scholarly activity is also provided by invitations tendered by professional or scientific groups, contributed presentations at professional meetings, grants or contracts.

Service. Service includes participation in department, school or university committees involving academic or administrative matters. Faculty also render service to the university by serving as advisors to student organizations or as officers in faculty organizations. Participation in learned and professional societies is expected. Participation in community activities, particularly in ways relevant to the faculty member's professional expertise, is also recommended. These activities contribute to the professional growth of the faculty member and are beneficial to the school and the university.

Illustrations of Expected Levels of Competency

In evaluating faculty performance in each of the foregoing categories, it is recognized that both specific evaluative criteria and the level of advancement to which one is aspiring must be considered. The following examples, while not binding or inclusive, are provided to illustrate the levels of competency to be expected.

Clinical Professor

Promotion to the rank of clinical professor requires evidence of excellent and sustained performance as a teacher, practice oriented scholar, and mentor of clinically-successful students. It is the combination of these academic functions, at a level of superiority, that is required for a professor. Successful candidates for the rank of Professor will have provided an extensive range of services within their respective schools. Service to the University and/or community is also recommended.

The clinical professor will have demonstrated educational and professional influence well beyond his/her own clinical setting. Such individuals will regularly participate in evaluative and therapeutic programs in an institutional setting, will be active on boards and decision-making bodies of the institutions in which they practice, and will be considered by peers within the institutions to possess valuable expertise. Evidence of such activity may include, but is not limited to, presentations before professional organizations or publications in professional journals explicating the results of one's research or clinical practice activities. The clinical professor will show evidence of recognition of expertise by peers within and external to Duquesne.

The clinical professor will show evidence of recognition of expertise as a clinical instructor through the receipt of teaching or other awards. He or she will frequently be called upon to supervise and/or assist other clinical instructors in developing clinical sites or in providing teaching expertise.

Clinical Associate Professor

Promotion to the rank of clinical associate professor requires excellence in either teaching or scholarship and at least effectiveness in the remaining two categories of evaluation. Clinical associate professors demonstrate successful teaching in a clinical setting, a substantive research program and publications that reflect original contributions to the body of knowledge in their field, and involvement in service activities for their department, school, the university and/or their community.

Clinical Assistant Professor

Clinical assistant professors usually possess the recognized terminal degree in their field. They are normally at the beginning stages of their career.

Clinical Instructor

Ordinarily, individuals without a terminal degree will be employed at the instructor level. Clinical instructors on full-time contracts will be promoted to the rank of clinical assistant professor upon completion of the requirements for the terminal degree unless that requirement has been waived in the original letter of appointment because of the professional field.

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Tenure

Generally, the granting of tenure and promotion to the rank of clinical associate professor occurs simultaneously. Thus, the criteria above apply to tenure decisions as well. Under normal circumstances, faculty are reviewed during the sixth year of their full-time appointment at the university. Exceptions to this policy are made in the original letter of appointment. A candidate will be reviewed for tenure only one time.

Third-Year Review

Successful candidates for retention are expected to possess a terminal degree in one's field. Retention beyond the third year is acknowledgment of an individual's potential for achievement of the requirements for promotion and tenure. Qualifications for retention include high expectations of future teaching and scholarship.

Satisfactory student and peer teaching evaluations, publication (or acceptance for publication) of articles in scholarly journals, and presentation of papers at local and regional conferences are generally expected of third year candidates. Clinical application manuals may be cited as evidence in achievement in teaching or scholarship. Service for candidates undergoing third-year review will normally be confined to departmental and/or school-level committees. A successful third year review decision does not in any way guarantee that the untenured faculty member will ultimately be awarded tenure.

Completion of a dissertation is not considered to be evidence of a full time faculty member's scholarly achievement. Completion of the recognized terminal degree in one's field is considered to be the minimum achievement expected prior to consideration for retention.

Illustrations of Evaluation Criteria

Criteria employed to determine excellence or effectiveness may include, but are not limited to, the following:

Teaching***Indicators of Excellence:***

- Being recognized regionally or nationally as a clinical teaching expert
- Selection for a university, college, or professional society's Outstanding Teaching Award
- Evidence of courses taught at a rigorous and challenging level
- Development of innovative pedagogical methods and materials
- Outstanding teaching performance evaluation
- Evidence of outstanding academic advising
- Publications on curriculum development and teaching methodology in scholarly/peer-reviewed journals
- Publication of clinical practice manuals (textbooks) for practicing health care providers, educational institutions or other appropriate agencies related to one's discipline
- Evidence of significant student learning in clinical practice as a result of one's teaching
- Being a role model for students and peers that exemplifies the interactive relationship among theory, research, and practice
- Authorship of a funded external teaching-oriented grant proposal
- Achieving national certification for advanced clinical specialty practice
- The development of successful educational programs, advanced degree and certification programs
- Service Learning

Indicators of Effectiveness:

- Assuming a leadership role in curriculum development at undergraduate and/or graduate levels in clinical specialty practice areas
- Demonstration of the ability to translate clinical theory into practice

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- Application of current research in clinical practice
- Assumption of a leadership role for course management in clinical settings
- Demonstration of the ability to establish and develop clinical teaching sites
- Development of a positive and collaborative learning climate for students
- Service as undergraduate or graduate advisor/mentor
- Evidence of diligent class preparation
- Coordination of multi-section course
- Publication of a chapter on clinical practice activities
- Use of instructional technology where appropriate
- Evidence of satisfactory teaching performance evaluations

Scholarship***Indicators of Excellence:***

- Award by a university, college, or professional society for outstanding scholarship
- Publication of results of research, clinical practice activities, and other scholarly activities (including the scholarship of pedagogy) in major/peer-reviewed journals in the field
- Receiving major fellowship or research awards
- Frequent citation of publications
- Publication of scholarly book(s)
- Publication of a chapter in a scholarly/peer-reviewed book
- Editor of a major journal or monograph series
- Receiving patents
- Member of review panel for national research organization
- Authorship of funded external research-oriented grant proposal
- Service on national certification, organizational and/or accrediting agencies
- Publication in scholarly peer reviewed journals of curriculum development and teaching methodology
- The development of nationally recognized clinical service, practice standards, and research programs

Indicators of Effectiveness:

- Presentation of clinically-oriented scholarly papers to local and/or state groups
- Publications in refereed proceedings of conferences and professional meetings
- Publications in scholarly/peer-reviewed journals including the scholarship of pedagogy
- Presentation of scholarly papers at international, national or regional meetings of one's discipline
- Participation in research or practice workshops, seminars, or other scholarly meetings
- Significant self-development activities, such as internal faculty development grants, that lead to increased research and/or teaching effectiveness
- Adoption of clinical practice manuals by practicing health care providers, educational institutions or other appropriate agencies related to one's discipline
- Appointments to editorial or professional boards
- Referee/reviewer for major funding agencies
- Member of editorial board of a major journal or monograph series
- Publication of an analytical book review for a major journal in the field

Service***Indicators of Excellence:***

- Officer in the Faculty Senate
- Officer in a national professional organization
- Service on a national or regional commission, task force, or advisory board
- Program chair or similar chair at a national meeting

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- Chair of a major standing or ad hoc Duquesne University committee
- Service as a reviewer for refereed journals, professional agencies, and/or institutional boards
- Service to agencies or organizations in area of expertise
- Consultant to educational organizations and government agencies on educational initiatives
- Invited/appointed member or consultant of a national/regional commission, task force, advisory board accreditation/licensure agency for the development of practice/research standard
- Significant community service such as membership on an institutional board related to one's profession, membership on a city or municipal planning commission, membership on a school board, or holding office in a regional artistic or social welfare organization

Indicators of Effectiveness:

- Service on university, college, school, and department committees and task forces
- Active participation in professional organizations appropriate to one's professional background and responsibilities
- Evidence of active participation in and contributions to programs such as continuing education and faculty development workshops
- Service in the clinical setting
- Committee chair of national professional organization
- Officer in regional or state professional organization
- Committee chair for regional or state professional organization meeting
- Service as a consultant to business or governmental agencies
- Advisor to student organizations
- Frequently invited by the public press to provide opinions regarding social issues
- Recognition for one's advisory efforts to student organizations
- Appointment to local community boards
- Frequent presentation to community groups

PART III. INSTRUCTIONS TO CANDIDATES

Using the information provided above as guide, it is the responsibility of the candidate to provide all pertinent evidence in support of his/her claim of effectiveness and/or excellence in teaching, scholarship and service as it pertains to retention, tenure and promotion. The application portfolio should provide a sense of the ongoing development of the candidate's academic career.

Application Portfolio

Candidates are responsible for assembling and submitting to their Dean/chair an application portfolio consisting of two parts: the Main Packet and the Supplementary Packet. Other than information updating the status of grants and publications, no changes to the portfolio are permitted after it has been submitted.

The **Main Packet** of the portfolio consists of a loose-leaf binder containing the following tabbed sections:

1. **Candidate Evaluation Forms**
The candidate will obtain copies of this form from his or her Dean/chair, fill in the top portion of the form, and submit this to the Dean/chair by April 1 of the calendar year in which the application is to be submitted. Deans, department chairs, and committee chairs will complete the form and insert copies into the Packet as evaluations are completed.
2. **Current Curriculum Vitae**
See Attachment A for recommended vitae format.

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3. **Statement of Self-Evaluation and Future Goals**
The Statement should provide a clear and concise description of the candidate's accomplishments in teaching, scholarship and service as they relate to the criteria for retention, tenure, and promotion and to the mission of the university. The presentation should be done in a clear, concise and logical manner that is understandable to a diverse audience.
4. **Evaluations of Teaching**
 - a) Non-tenured faculty should submit the one-page summary sheet (entitled "Student Rating Form – Results by Class") of the Student Evaluation Survey for all courses taught and at least one peer review per academic year.
 - b) Tenured faculty who are anticipating applying for promotion to professor should have at least five peer evaluations after promotion to associate professor and the one-page summary sheet (entitled "Student Rating Form – Results by Class") of the Student Evaluation Surveys for at least two courses for at least the five years prior to the application for promotion.
5. **External Evaluations of Scholarship (not required for third-year review)**
[Inserted by Dean/chair.] The candidate will be invited to submit the names of up to six external reviewers to the Dean/chair. Of those names, the Dean/chair selects two to four of them. The Dean or department chair will obtain four outside reviewers for their evaluation of the candidate's scholarship. One's thesis professor, a co-author of a work, a relative, or a personal friend should not be asked to serve as an outside reviewer. All requests for outside evaluations will be initiated by the department chair or Dean. (Sample letter attached as Attachment B below.) A copy of the candidate's Curriculum Vitae should be included with the letter.

The candidate should provide a representative portfolio of his or her scholarly work to be submitted to the external reviewers. The Dean/chair must advise the candidate if any of the submitted materials are not forwarded to the external reviewers.

The **Supplementary Packet** of the portfolio includes all books and manuals plus a loose-leaf binder (or binders) containing the following tabbed sections:

1. Copies of all scholarly publications.
2. Manuscripts and letters of acceptance for articles accepted for publication but not yet in print.
3. Copies of book chapters and the title page of the book in which the chapter appears.
4. Letters acknowledging the award of a grant or other outside funding.
5. Cover (or citation) page indicating presentations of papers at conferences.
6. Disks containing published software, instructional materials, and/or recorded performances.
7. Copies of course syllabi (optional).
8. Unpublished manuscripts or other works in progress.

Materials to be excluded from the application portfolio:

1. Course materials such as class handouts, assignments, examinations, etc.
2. Solicited or unsolicited letters from students, colleagues, or other interested parties.
3. Documentation of participation at college/school, University or community events.
4. Written student comments (including written comments from the Student Evaluation Survey) are not to be included in the packet.

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Timetable for Application

April 1	Submission of Candidate Evaluation Form to the Dean/chair
April 1-June 1	Deans identify potential external reviewers of scholarship
June 1	Provide copies of publications for external review to the Dean/chair (not required for third-year review)
October 1	Candidate submission of Application Portfolio to the Dean/chair
November 15	Dean submission of Application Portfolios to the Provost/Vice President for Academic Affairs and the University Promotion and Tenure Committee
February 3	Recommendations are submitted by the Provost/Vice President for Academic Affairs to the President
March 1	Candidates are notified of evaluation results

PART IV. INSTRUCTIONS TO REVIEW COMMITTEES

Composition of Committees

The Department Committee. The department committee is composed of all tenured members of the candidate's department or division, excluding the chair of the department and the Dean of the school or college. Each school has the option of whether or not to establish departmental promotion and tenure committees. Should a school elect not to establish such committees, then the evaluation process shall begin with the chair's review of candidates.

The School or College Committee. The school or college committee shall be composed of a minimum of five tenured faculty elected by the tenure track faculty of the school or college. At the discretion of the Dean, he or she shall preside as the non-voting chair or appoint a faculty chair of the committee. Members of the school or college committee must recuse themselves from voting when a candidate from their department is considered if they have already voted at the department level. Members of the University Promotion and Tenure Committee are permitted to serve on the school or college committee, but only in a non-voting capacity.

The University Promotion and Tenure Committee. This committee shall consist of eleven (11) full-time tenured members of the faculty. Each school, except the School of Leadership and Professional Advancement, shall elect one senior tenured faculty member, except that the College shall have three senior tenured faculty members who are elected from a slate of candidates proposed by the College Council. Administrators such as department chairs or program directors are not eligible for membership on the University Promotion and Tenure Committee. The committee shall be chaired, instructed, and directed by the Provost/Vice President for Academic Affairs (hereinafter the Provost) or a member of the committee designated by the Provost or the President.

The Review Process

For Promotion to Full Professor. Advancement in rank may be conferred only by the President, after consideration as appropriate, of the recommendations of the Vice President for Academic Affairs, the University Promotion and Tenure Committee, and the appropriate Dean and Department Chairperson or Director following consultation with the faculty having higher rank than the faculty member under consideration. When candidates for full professor are being reviewed, the requirement that consultation will occur with "faculty having higher rank than the faculty member under consideration" is applicable only to the department review. Associate and full professors will participate in school and university committee reviews of candidates for full professor.

Department Committee. The department committee's responsibility is to review and evaluate the application portfolios of all the department's candidates for third-year review, promotion, and/or tenure. Each member of the committee shall evaluate each candidate and judge whether he or she is ineffective, effective, or excellent in the areas of teaching, scholarship and service, as described in the Faculty Handbook. Based on the evaluation, the committee member shall then vote on the candidate's retention, promotion and/or tenure.

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The committee chair shall complete a Candidate Evaluation Form summarizing the committee members' individual evaluations (including vote counts). The form should be signed by all committee members and then forwarded to the chair or, in schools with no department chairs, to the Dean. The Dean shall ensure that twelve (12) copies of the Form are inserted in the main packet binder of the application portfolio.

Members of the committee who either agree or disagree with the recommendation of the majority may submit an individual Candidate Evaluation Form expressing their opinion.

Department Chair. The department chair shall review each candidate's application portfolio and the recommendation of the department committee. The chair then completes his or her own Candidate Evaluation Form and submits it to the Office of the Dean. The Dean shall ensure that twelve (12) copies of the Form are inserted in the main packet binder of the application portfolio. If the department chair's evaluation differs substantially from that of the department committee, the reasons should be explained in detail. For tenure applications, the chair shall include a statement detailing department needs and priorities.

College or School Committee. The college or school committee's responsibility is to review and evaluate the application portfolios of all the college or school's candidates for third-year review, promotion, and/or tenure, including the recommendations of the department committee and the department chair.

Each member of the committee shall evaluate each candidate and judge whether he or she is ineffective, effective, or excellent in the areas of teaching, scholarship and service, as described in the Faculty Handbook. Based on the evaluation, the committee member shall then vote on the candidate's retention, promotion and/or tenure.

The committee shall elect a member of the committee other than the Dean who shall complete a Candidate Evaluation Form summarizing the committee members' individual evaluations (including vote counts). The form should be signed by all committee members and then forwarded to the Dean. The Dean shall ensure that twelve (12) copies of the Form are inserted in the main packet binder of the application portfolio.

Members of the committee who either agree or disagree with the recommendation of the majority may submit an individual Candidate Evaluation Form expressing their opinion.

Dean. The Dean shall review each candidate's application portfolio and the recommendations of the department committee, the department chair, and the college or school committee. The Dean then completes his or her own Candidate Evaluation Form, makes twelve copies, and inserts them in the main application packet. The Dean assures that the application portfolio is complete and submits it to the Provost.

As part of the review for retention, tenure and/or promotion, the Dean will evaluate the candidate's success in meeting University performance standards in teaching, research and service and the potential for continued professional achievements as a teacher/scholar. The Dean should consider, as well, the role the candidate will play in achieving the instructional and scholarly goals of the college or school and University.

If the Dean's evaluation differs substantially from those of other reviewers, the reasons should be explained in detail. For tenure applications, the Dean shall include a statement detailing the school or college's needs, priorities, and financial circumstances as they relate to the application.

University Promotion and Tenure Committee. The University Promotion and Tenure Committee's responsibility is to review and evaluate the application portfolios of all the University's candidates for third-year review, promotion and/or tenure, including the recommendations of the Dean, college or school committee, department chair and the department committee. The purpose of the review is to recommend to the Provost those candidates whose retention, promotion, or tenure would serve the needs of the University, and whose professional achievements and potential for further growth clearly demonstrate that the candidate meets the University's overall expectations.

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The committee shall also review the reappointment of all tenure track faculty during their third year as full-time members of the University faculty. If in the committee's judgment such a member of the faculty does not have the potential to be recommended for tenure, the committee shall recommend to the Provost that the faculty member be granted a terminal one year contract for his/her fourth year at the University. The committee may recommend to the Provost that an untenured member of the faculty who clearly demonstrates the potential to meet the criteria for tenure be reappointed. The President's acceptance of recommendations for reappointment is not to be construed as a guarantee that the untenured faculty member ultimately will be promoted and tenured.

Each member of the committee shall evaluate each candidate and judge whether he or she is ineffective, effective, or excellent in the areas of teaching, scholarship and service, as described in the Faculty Handbook. Based on the evaluation, the committee members shall then vote on the candidate's retention, promotion and/or tenure.

The committee is advisory to the Provost who makes recommendations to the President. The President possesses discretionary authority in making final decisions.

Provost. Upon reviewing the department chair's and Dean's recommendations, the Provost will provide the University Promotion and Tenure Committee an analysis of the university's need for the position prior to the committee's review of candidates for tenure and/or promotion. Need is to be considered in evaluating candidates for tenure in particular.

The Provost prepares a written summary of the committee's discussion of each candidate. The committee reviews the summary, and it is submitted to the President with the Provost's independent evaluation and recommendation.

President. The Provost submits to the President the recommendations of the University Committee on Promotion and Tenure and his/her independent evaluations and recommendations. After considering the recommendations and reviewing the candidate's portfolio, the President makes the final decision on tenure, promotion, and/or third-year review. The President informs the candidate in writing of his/her decision. Tenure and promotion may be awarded only by the President and only in writing. Application materials are kept permanently in the Provost's office, except for publications and other materials which the candidate has specifically requested be returned.

Confidentiality

All deliberations, at every level of the review process, are to be held in the utmost confidence. Access to the candidate's application portfolio is to be limited to those performing the review at the time of their review. Any breach of this confidentiality is a violation of the ethical code of behavior to which all employees are held.

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*Attachment A**Recommended Form for Curriculum Vitae*

The *curriculum vitae* (CV) provides the candidates a forum through which they present a summary of their collective work. The CV should present the breadth and depth of one's work. It should be logically organized, easy to follow, easy to read, informative, and accurate. With these criteria in mind, the following form is recommended as a guideline for the creation of the candidate's CV.

I. Professional Preparation and Experience

- A. Education: Degrees completed starting with the highest degree, include dates degrees were conferred
- B. Work History
 - 1. Academic appointments, starting with the most recent and including rank and dates of employment
 - 2. Pertinent non-academic work, starting with the most recent, including dates of employment
- C. Pertinent professional certifications
- D. Memberships in professional organizations

II. Teaching

- A. Graduate courses taught
- B. Undergraduate courses taught
 - (Indicate the number of times you taught each course. Do not list courses more than once.)
- C. Academic Advisement or Supervision
 - 1. Dissertation committees chaired
 - 2. Dissertation committees as a member
 - 3. Thesis committees chaired
 - 4. Thesis committees as a member
 - 5. Number of thesis, dissertation advisees
 - 6. Approximate number of graduate, undergraduate advisees
- D. Publications pertaining to teaching activities (where distinguishable from scholarship, e.g. textbooks, lab manuals, teaching manuals)
- E. Grants/funding received for teaching activities (e.g., procurement of equipment, support for educational programs, outreach programs). Provide the name of the funding agency and dates.
- F. Presentations pertaining to teaching (where distinguishable from scholarship) starting with the most recent. Provide the dates and locations of presentations. Do not list the same presentation more than once.

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G. Other activities relevant to teaching

H. Honors and Awards received for one's teaching activities, including title of the award, granting agency, and the date of award

III. Scholarship

A. Scholarly publications

1. Articles presenting original work published or accepted for publication in scholarly journals
2. Invited articles published or accepted for publication in scholarly journals
3. Review articles published or accepted for publication in scholarly journals
4. Conference proceedings published or accepted for publication in scholarly journals
5. Abstracts published or accepted for publication in scholarly journals

B. Publications by major academic publishing companies.

1. Books of original work published or accepted for publication by major scholarly publishers
2. Book chapters published or accepted for publication in works by major scholarly publishers
3. Professional manuals published by major academic publishers
4. Software published by major academic publishers
5. Recorded performances published by major academic/professional publishers

(Note: For publications listed above please use a generally accepted format, i.e., APA, MLA, Chicago, etc. Indicate author(s), title of work, publisher or name of journal, date of publication, and number of pages. If a work is co-authored, indicate your role in the production of the work.)

- C. Grants awarded. Indicate agency to which the proposal was submitted, title of project, date, and the amount of funding that was awarded. If a grant has co-investigators or you are not the primary investigator, indicate your role in the writing of the grant and the research, and the actual amount of funds you receive.
- D. Scholarly presentations. List scholarly presentations starting with the most recent. Indicate whether the presentation was done in an international, national, or regional forum. Provide the title of the presentation, sponsoring agency, location and date. Indicate whether the presentation was invited, or approved by competitive review. If you delivered a presentation more than once list the title once and provide the dates of other performances.
- E. Honors and Awards received for one's scholarly work, including the title of the award, granting agency, and the date of award
- F. Works in Progress

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IV. Service

- A. University, School, or Department Service:** Identify committee or activity by name. Provide dates of service. Identify your role (member, chairperson, author of a resulting document, recommendations etc.). Exclude all non-service activities such as attendance at memorial masses, commencement, presidential gatherings, seminars, meetings with individuals.
- B. Other Publications not included under Scholarship.**
- C. Community Service:** Identify organizations for which you provide a significant service.
- D. Professional**
1. Membership on various scholarly or professional committees, indicating the name of the committee, years of membership, offices held and special services performed (e.g. reviewer, advisor, consultant etc.)
 2. Other professional services related to your discipline (e.g. board member, editor etc.)

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*Attachment B**Sample Letters to Outside Reviewers***Letter for Promotion to Professor**

Date

Dear

I am writing to ask you to provide a confidential evaluation of the scholarship of Dr./Mr./Ms. XXX for promotion to the rank of professor at Duquesne University. Dr./Mr./Ms. XXX is currently an associate professor with tenure. Dr./Mr./Ms. XXX's curriculum vitae and representative examples of scholarly work are enclosed.

Your evaluation should address the quality of Dr./Mr./Ms. XXX's scholarly work, as compared to peers in similar academic settings who have earned the academic rank of professor. We do not ask you to comment on his/her teaching or service.

Founded in 1878 by the priests and brothers of the Congregation of the Holy Ghost, Duquesne University has built a proud history of academic excellence in the Catholic tradition. Today, Duquesne offers more than 150 programs on the baccalaureate, master's, doctoral, and professional levels. Nearly 10,000 students are enrolled in the University's ten schools of study. The Carnegie Classification of Institutions of Higher Education includes Duquesne University among the research university – high research activity institutions. The School/Department of XXX currently offers XXX (baccalaureate, master's doctoral, and professional levels) degree programs. Dr./Mr./Ms. XXX typically teaches XX credit hours per semester.

Please call me at 412-396-XXXX if you are unable to participate in this process or if you would like further information. We will be grateful to receive your evaluation by September 1. Thank you for helping with this important faculty process.

Sincerely,

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*Faculty Handbook, 41***Letter for Promotion to Associate Professor**

Date

Dear

I am writing to ask you to provide a confidential evaluation of the scholarship of Dr./Mr./Ms. XXX for promotion to the rank of associate professor with tenure at Duquesne University. Dr./Mr./Ms. XXX is currently an untenured assistant professor. Dr./Mr./Ms. XXX's curriculum vitae and representative examples of scholarly work are enclosed.

Your evaluation should address the quality of Dr./Mr./Ms. XXX's scholarly work, as compared to peers in similar academic settings who have earned the academic rank of associate professor. We do not ask you to comment on his/her teaching or service.

Founded in 1878 by the priests and brothers of the Congregation of the Holy Ghost, Duquesne University has built a proud history of academic excellence in the Catholic tradition. Today, Duquesne offers more than 150 programs on the baccalaureate, master's, doctoral, and professional levels. Nearly 10,000 students are enrolled in the University's ten schools of study. The Carnegie Classification of Institutions of Higher Education includes Duquesne University among the research university – high research activity institutions. The School/Department of XXX currently offers XXX (baccalaureate, master's, doctoral, and professional levels) degree programs. Dr./Mr./Ms. XXX typically teaches XXX credit hours per semester.

Please call me at 412-396-XXXX if you are unable to participate in this process or if you would like further information. We will be grateful to receive your evaluation by September 1. Thank you for helping with this important faculty process.

Sincerely,

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APPENDIX B. PEER EVALUATION OF TEACHING EFFECTIVENESS

(Effective Fall 2007)

The Duquesne University tenure and promotion guidelines stress effectiveness in teaching as a criterion for retention and advancement. In the absence of solid evidence of an instructor's teaching effectiveness, publication too often becomes the only criterion for promotion. To document the effectiveness of an individual instructor's teaching, the University uses two forms of evaluation: student evaluation — Student Evaluation Survey (previously known as TEQs) — and formal peer evaluation.

Frequency of Peer Evaluation

1. Tenure track faculty are required to receive at least one peer review (two visits per evaluation) every academic year with a minimum of five evaluations prior to the tenure review. [Tenure track faculty applying early for tenure as a result of prior teaching experience are required to have a minimum of four evaluations prior to the tenure review.]
2. Non-tenure track faculty are required to receive at least one peer review (two visits per evaluation) each academic year.
3. Tenured faculty who are anticipating applying for promotion to professor should have at least five peer evaluations after promotion to associate professor.
4. Tenured faculty who are not anticipating applying for promotion are encouraged to receive one peer review every other academic year.
5. Faculty members may request additional peer evaluations during the academic year.
6. A formal remedial process may be initiated for instructors experiencing serious problems in teaching and posing significant problems for students. The process might be initiated by any variety of evidence, student or peer based. Upon recommendation of a Dean, the Provost will appoint not more than three members of the discipline to conduct peer evaluations for formative purposes. The evaluators will include at least one member of the instructor's school or department and two other faculty members. The members of the committee will not only visit classes, but also speak with the faculty member about problems encountered in teaching. The Provost will pursue avenues of remediation with administrators from the instructor's division.

Procedure for Initiating Peer Reviews

1. By September 1, the dean/chair notifies tenure track faculty members that formal peer evaluation of one course is required during the academic year. The dean/chair notifies non-tenure track faculty members that formal peer evaluation of one course is required during the academic year. The dean/chair gives the faculty members a list of the tenured or eligible non-tenure track full-time faculty members in the college/school who are available for peer review. Full-time non-tenure track faculty who have completed five consecutive years of full-time appointment, are eligible to serve as peer reviewers for other non-tenure track faculty.
2. By October 1 (for Fall term), by February 1 (for Spring term), or by May 15 (for Summer term), the faculty member identifies the particular course or courses to be evaluated. From the list provided by the dean/chair, the faculty member gives the dean/chair the names of at least three faculty members to serve as peer reviewers.
3. For third year review, the faculty member should have at least two different peer reviewers.

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4. For tenure review, the faculty member should have at least four different peer reviewers.
5. The candidate and dean/chair have the prerogative to expand the pool of potential reviewers to suitable full-time tenured or eligible non-tenure track faculty members from a different department or college/school to serve as a peer reviewer.

Procedure for Administering Peer Reviews

1. The faculty member being reviewed meets with the peer reviewer prior to the evaluation. During the meeting, the faculty member submits relevant course materials that should include the syllabus. Prior to the first visit, the reviewer and faculty member meet to discuss the course as a whole, and how representative sessions fit with the whole. In addition, the person being reviewed can use this opportunity to explain any unusual dimensions of the course (e.g., a syllabus to which the faculty member had no input). During the meeting, the peer reviewer and the faculty member agree on the date and time of the first visit.
2. A second visit to the same class will be unannounced. To insure that the unannounced visit is productive, the faculty member should alert the peer reviewer of inappropriate dates.
3. Each class visit should be at least 50 minutes to allow a thorough understanding of teaching activities and the learning environment.
4. The peer reviewer will refer to the evaluation letter guidelines (as specified under "Guidelines for Peer Reviewers and Structure of Review Letters" below) as categories for attention during visits.
5. The peer reviewer should not participate in the class.
6. As soon as possible, preferably within 24 hours after each visit, the peer reviewer and the candidate should meet informally to discuss the visit.
7. Within 30 days after the second visit, the peer reviewer prepares and delivers a written letter to the Chair/Dean. This report should be based on examination of course material as well as the class visits and should culminate in the structure shown in the guidelines below.
8. After reviewing peer reviews, faculty have the opportunity to write a letter in response, and that letter will be included in the faculty member's portfolio.
9. A faculty member's formal peer evaluation report is submitted with the one-page summary sheet (entitled "Student Rating Form – Results by Class") of the Student Evaluation Survey (previously known as TEQ) results to substantiate effectiveness in teaching for third-year review, tenure and promotion; peer evaluation reports and student survey results may be submitted also for decisions on advancement in rank or merit pay.

Guidelines for Peer Reviewers and Structure of Review Letters

In evaluation letters, reviewers should include two separate sections, one (I) on class visits specifically and the other (II) on the structure of the course as a whole. In cases where instructors do not contribute to course design in any way, part II should be eliminated. In cases where instructors minimally contribute to course design, part II should be weighted accordingly. The weighting should be determined in discussion between reviewer and the faculty member prior to class visits. Once weighting is determined, evaluation of course design should be judged from personal discussions with instructors, review of syllabi, and review of other pertinent documents. For both I and II, specific evidence should support conclusions. Two areas (I.9 and I.10) especially involve the intersection between

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class sessions and course structure, but the letter should be integrated so that, while typically divided into two parts, the letter addresses inter-relations between the two.

For both parts, reviewers should focus on areas pertinent to specific courses. Areas in I and II are provided for guidance, not absolute requirements. In fact, reviewers are encouraged to discuss creative dimensions of teaching not listed below. Suggested areas from which reviewers can choose are shown below.

I. Evaluation of Class Visits

1. Preparation for the class session
2. Organization of the class session
3. Instructor's enthusiasm for the subject matter
4. Clarity of classroom communication, both oral and written
5. Facilitation of student participation appropriate to the class
6. Ability to make difficult concepts understandable
7. Facilitation of higher-order thinking
8. Mastery of the subject matter
9. Integration of the individual class with course organization as a whole
10. Selection and implementation of instructional strategies appropriate to learning goals

II. Evaluation of Course as a Whole

1. Thorough and clearly organized syllabus
2. Congruence between course goals, objectives, content, and activities
3. Appropriate assessment of student learning in relation to course goals and outcomes
4. Appropriate assignments for students given the course objectives and course level
5. Appropriate methods and criteria for grading
6. Appropriate use of supportive resources throughout the semester, such as handouts, web sites, or Blackboard.

PEER REVIEW OF CLINICAL/PRACTICUM TEACHING*(Effective Fall 2007)****Instructions***

Every Duquesne employee is entitled to feedback pertaining to his or her job performance in order to improve his or her effectiveness in his or her role at the University. Most employees' jobs are comprised of several facets and it is important that an evaluation appropriately fit the unique and specific parameters of each major facet of employment.

Clinical/practicum teaching is a significant component of many faculty members' role at Duquesne University. Such teaching provides an important opportunity to address the mission of Duquesne University, as we engage in teaching students through serving the needs of the community. Clinical teaching requires a faculty member to be an experienced practitioner and an effective educator. As a consequence of the unique characteristics of clinical/practicum teaching, a specific evaluation tool is warranted. The Clinical/Practicum Teaching Effectiveness Assessment (C/PTEA) was developed to address this need.

The C/PTEA is used to evaluate a Duquesne faculty member teaching a University course in which the primary means of instruction consists of mentoring, supervising, or guiding a student in applying the knowledge and skills pertinent to his or her discipline in the dynamic interaction which is inherent in the delivery of a professional service to a patient, client, or student. Such activity typically occurs in the context of a clinical setting, educational practicum, or any situation in which skills are practiced.

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While the precise nature of clinical/practicum teaching differs among Schools at Duquesne, the C/PTEA was constructed to include the core elements of clinical/practicum teaching and serves as a basis for all Schools to evaluate this facet of teaching.

Procedure

Guidelines for Peer Evaluations of Clinical/Practicum Teaching Effectiveness

1. By September 1, the Dean/Chair provides the names of faculty who can serve as reviewers to the faculty members being reviewed. Potential reviewers should be full time faculty members of the School or Department with relevant clinical/practicum teaching experience within the past five years.
2. By October 1 (Fall), February 1 (Spring), or June 1 (Summer), the faculty member being reviewed identifies the course to be evaluated and chooses a potential reviewer from the list provided by the Dean/Chair.
 - a) For third year review the faculty member should have been evaluated by at least two different peer reviewers (1/year).
 - b) For tenure review the faculty member should have been evaluated by at least four different peer reviewers (1/year).
 - c) Non-tenure track and adjunct faculty should be evaluated yearly.
3. The Dean/Chair chooses one reviewer to evaluate a course. The reviewer visits twice. Both visits are to be announced.
4. Prior to the first visit, the reviewer and faculty member are to meet to discuss the course as a whole. During the conference, the description of the clinical/practicum site, the course as a whole, and how the representative session fit with the Gestalt, should be discussed. The faculty member being reviewed should supply the reviewer pertinent documents including the syllabus and any other chosen educational material by the faculty member (e.g. desired learning objectives for the student, appropriateness for achieving the objectives set, syllabus and student evaluation tools, and any other significant instructional materials that would help the reviewer understand the content for observation). In addition, the person being reviewed can use the opportunity to explain any unusual dimension of the course.

During the meeting the faculty member and the reviewer agree on the dates and times of the visits.

Observations (visits) should be of sufficient length to obtain a reliable sampling of the clinical/practicum process. The peer reviewer should not participate in the clinical/practicum teaching.

5. After both clinical/practicum site visits the reviewer and faculty member being reviewed should meet for an informal discussion of the reviewer's reactions. Every attempt should be made to meet within 24 hours of each visit.
6. After both clinical/practicum site visits the reviewer and faculty member being reviewed should meet for an informal discussion of the reviewer's reactions. Every attempt should be made to meet within 24 hours of each visit. Within 30 days after the second visit, the reviewer delivers the Peer Review Letter to the faculty member being reviewed and the Dean/Chair. The letter should include two separate sections, one on the clinical/practicum site visit and the other on the structure of the course as a whole. The letter should be a comprehensive narrative focusing on the course as a whole, based on the pre-evaluation conference with examination of clinical/practicum teaching materials as well as the on-site visit.
7. It is imperative that the contract between Duquesne University and the clinical/practicum site include a provision/approval to conduct such reviews at the clinical/practicum site prior to the review being conducted. If not currently included, the Dean/Chair should contact the appropriate individual at the clinical/practicum site

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for such approval and then implement the revision of such contracts to include appropriate provision/approval for such reviews.

CRITERIA FOR EVALUATION

The C/PTEA is designed for the reviewer to use in evaluating the effectiveness of the clinical faculty member as both *practitioner* in his or her field, and as *educator* of student practitioners. These two identities function symbiotically within the individual faculty member's teaching performance.

In preparing the Peer Review Letter, then, the reviewer considers and addresses, whenever applicable, the following factors relevant to the instructor's effectiveness in the evaluated clinical/practicum experience. The criteria below are offered as guidance for the letter, not as absolute requirements. Reviewers are encouraged to discuss creative dimensions of teaching not listed below.

I. Evaluation of Clinical/Practicum Teaching during Visits**Practitioner Criteria:**

1. Evidences breadth and depth of clinical/practicum competence and skills.
2. Participates in life-long learning and self-reflection to demonstrate continued clinical/practicum competency.
3. Effectively guides the development of clinical/practicum problem solving.
4. Serves as a role model to students, demonstrating enthusiasm for the profession through involvement in professional organizations, advocacy, and continuing education.
5. Participates in scholarly activities such as dissemination of professional expertise through publishing, presenting, and/or development of teaching/learning tools.
6. Effectively communicates with both students and clinical/practicum site staff, and serves as an effective liaison between the university and the clinical/practicum setting.

Educator Criteria:

7. Effectively communicates clinical/practicum experience objectives to students.
8. Effectively prepares for clinical/practicum teaching sessions.
9. Implements teaching strategies based on educational theory and evidence-based teaching practices.
10. Effectively responds to individual students' learning needs and styles.
11. Evidences congruence among clinical/practicum objectives, activities, and evaluation strategies.
12. Effectively uses appropriate evaluation strategies to determine students' progress and achievement in the clinical/practicum setting.
13. Provides constructive and thoughtful feedback to students in a timely manner.
14. Utilizes feedback from self, student, peer, and supervisor evaluations to improve teaching effectiveness.

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15. Participates in life-long learning and self-reflection to improve teaching and facilitate learning.
16. Serves as a role model to students, demonstrates enthusiasm for teaching, learning, and professional development through involvement in professional organizations, advocacy, and continuing education.

II. Evaluation of the Course as a Whole

In considering the following criteria, the reviewer should give attention to how these cohere with the Educator Criteria in Section I.

1. Thorough and clearly organized syllabus.
2. Congruence between course goals, objectives, content, and activities.
3. Appropriate assessment of student learning in relation to course goals and outcomes.
4. Appropriate assignments for students given the course objectives and course level.
5. Appropriate methods and criteria for grading.
6. Appropriate use of supportive resources through the semester, such as handouts, web sites, or Blackboard.
7. In team taught courses consideration should be given to only the specific responsibility of the faculty member in the course.

The faculty member being reviewed should be provided with the written opportunity to address any and all components of the Peer Review Letter. This response should be forwarded to the reviewer and the Dean/Chair.

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Procedures and Content for Peer Review of an Online Course at Duquesne University *(Effective Fall 2006)*

The recommended procedure for conducting a peer review of an online course offered at Duquesne University is:

1. By September 1 (Fall), January 15 (Spring), or May 15 (Summer), the dean/chair provides the names of faculty who can serve as reviewers to the member being reviewed. Potential reviewers may be members of the person's academic unit, but if circumstances dictate, they may also be outside the unit at the discretion of the dean/chair.
2. By October 1 (Fall), February 1 (Spring), or June 1 (Summer) the instructor being reviewed identifies the course or courses to be evaluated and chooses at least three potential reviewers from the list provided by the dean/chair.
3. The dean/chair chooses one reviewer to evaluate each course. Priority in the selection of a faculty reviewer should be given to faculty members with online teaching experience and familiarity with the course content. If both expertises are unavailable, then online teaching experience is viewed as more important. If a potential reviewer is not from the faculty member's academic unit, the experienced online educator could be paired with a "content expert" from the faculty member's academic unit for the review.
4. Initially, the reviewer and faculty member should meet to discuss the course as a whole, and how representative sessions fit with the Gestalt. The person being reviewed should supply the reviewer pertinent documents, including the syllabus and any others chosen by the faculty member. If appropriate, reviewer access to private e-mail exchanges between the faculty member and students also may be provided by the instructor for a more accurate and complete review. In addition, the person being reviewed can use this opportunity to explain any unusual dimensions of the course (e.g., a syllabus that was not of their making) and/or to discuss the visibility of course content (e.g., if content is posted but being released to students until needed).
5. For the online review, "a class visit" means complete access to the Blackboard course website for the reviewer with as little disruption to the class learning environment as possible. Typically, having the reviewer added to the online course as a "student" would afford the reviewer access to the class material visible to the students without disrupting the course.
6. Online "class sessions" typically occur over several calendar days and can involve asynchronous and synchronous activities by both instructor and students. A "visit" to an online class should not be defined as a specific calendar day but should reflect the instructor's definition of a class session and consider the interaction that occurs between the instructor and the class of students and the instructor and individual students during the online class session. Additionally, the Blackboard learning system and its Building Blocks provide the instructor with various features and tools for use in conducting the online session and course. Reviewers should be aware that these tools typically are added over time and may not be available to all instructors.
7. It is recommended that the reviewer "visit the course" twice during a term, similar to the two class visitations expected of a reviewer of a traditional, face-to-face course.
8. After the class visits, the reviewer and instructor being reviewed should meet for an informal discussion of the reviewer's reactions. Every attempt should be made to meet within 24 hours of the class visit, when specifics are still clearly remembered.
9. Within 30 days after the second visit, the reviewer delivers a letter to the faculty member and to the dean/chair. The letter should be a comprehensive narrative focusing on the course as a whole, the class visits, and the integration of the two. The narrative should consider the evaluation criteria described below. It should NOT be written in the form of a checklist.

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10. In the evaluation letter, the reviewer should include two separate sections, one regarding visits to the online course specifically and the other on the structure of the online course as a whole. The latter should be judged from personal discussions with the instructor and a review of a syllabi along with other documents. For both sections of the review letter, specific evidence should support conclusions. Two items especially (I.9 and I.10 below) involve the intersection between the online sessions and the course, but the entire letter should be a Gestalt that cites interrelations between course design and individual class visits.
11. Reviewers should address as many areas as are pertinent to a specific online course. In addition, reviewers are encouraged to discuss creative dimensions of teaching online not listed below.
12. Finally, the following list presents to the reviewer evaluation criteria to be considered when evaluating the instructor and preparing the review letter:
 - I. Evaluation of Visits for Online Class Sessions
 1. **Preparation for online class session** – *evident in the materials for the course session being reviewed, and in facets of presence, such as a "starter" message in the discussion forum, an announcement with reminders of the session's topic and/or assignment, an announcement of a chat agenda, the text underneath the session's folder, etc.*
 2. **Organization of the online class session** – *evident in the use of the online materials, assignments, readings, offline materials, discussion, chat; the class session is easy to navigate; components and structure understandable; course syllabus identifies and clearly delineates the role the online environment will play in the session.*
 3. **Instructor's enthusiasm for the subject matter** – *evident in teaching presence, preparation, facilitation of online discussion and chat, and in responses from students during online session.*
 4. **Clarity of classroom communication in the online environment, both oral and written** – *evidenced in announcements, e-mail, discussion postings, lecture modules, folder/document identification, and/or other technologies used in the course site (i.e., chat room archives, viewlets, etc.).*
 5. **Facilitation of student participation appropriate to the class session's online activities** – *evident in the instructor's presence in the online session; promotion of 3-way interaction (student-content, student-teacher, student-student); and instructor's response to perspectives that differed from his or her perspectives.*
 6. **Ability to make difficult concepts understandable** – *evident in written materials, explanations in discussions, chats, and announcements and based upon the students posted questions and responses to instructor's feedback.*
 7. **Facilitation of higher order thinking** – *evident in instructor's formulating productive questions for discussions/chat and group work; feedback provided to students on assignments and projects; presentation of course syllabus, lecture modules, class assignments, and student activities; and individual interactions with students.*
 8. **Mastery of the subject matter** – *evident in instructor's ability to effectively communicate knowledge of subject matter, to organize student learning, and to facilitate student learning and assessment in the online environment through the tools and features available.*

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9. **Integration of the individual class with course organization as a whole** – *evident in statements indicating how this class session relates to other sessions and to the course as a whole in instructor feedback, in postings to discussions or chats, in course syllabus, and in the use of course links, announcements, and other available technologies.*
10. **Selection and implementation of instructional strategies appropriate to learning goals** – *evident in instructor's application of effective instructional strategies for communicating course content through available online technologies and tools; in the learning experiences of the students; and in the relationship of the instructor's stated goals and objectives in the syllabus to the learning activities and assignments of students and presentation of course content by the instructor in the online environment.*

II. Evaluation of Online Course as a Whole

1. **Overall Design and Organization of course** – *evident in the online course site through instructor's presentation of the syllabus and use of organizing tools (menu structure, folders, course links, etc.) and class session progression; ease of navigation; structure of course for student access to primary materials and activities.*
2. **Congruence between course goals, objectives, content, and activities** – *evident in instructor creating an online course structure and progression that demonstrated clear linkage between course objectives, course content and student activities.*
3. **Appropriate assessment of student learning in relation to course goals and outcomes** – *evident in facilitation of assignments and assessment activities in the course site and through online course tools.*
4. **Appropriate assignments for students given the course objectives and course level** – *evident in effective use of course tools to facilitate assignments and student learning activities in the online environment.*
5. **Appropriate methods and criteria for grading** – *evident in course syllabus and learning activities and the facilitation of these student learning activities and instructor feedback.*
6. **Appropriate application of online learning system technologies (Blackboard and its Building Blocks) as well as other supportive resources throughout the semester** – *evident in appropriate use of Blackboard tools and features, available educational technologies (multimedia, tutorials, publisher materials, etc.) and discipline specific Internet/software resources; effective instructional design and delivery of content, communication, and student and instructor activities to align with goals and objectives.*

Other considerations for evaluating the instructor in the online environment overall:

- **Presence of instructor** as indicated by active teaching elements, course design and organization, facilitation of discourse and level of direct instruction.
- **Quality and quantity of instructional posts and feedback.**
- **Creation of a community of learners in online environment** – *evident in instructor's ability to build and sustain the online learning community throughout the semester through introductions, biographical sketches, pictures, discussions, presentations, student activities, feedback, and student socializing in chats, discussion forums, etc.*
- **Suggest ways the instructor can make this course more effective.**

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APPENDIX C. BENEFITS

A. BENEFITS

The Office of Human Resource Management offers information regarding benefits, employment opportunities, forms, wellness initiatives, and policies and procedures at the website listed below.

www.hr.duq.edu

Be sure to visit "What's New in Human Resources" to stay informed!

B. SABBATICAL LEAVE (See also "Leaves of Absence.")

Sabbatical leaves may be granted to a tenured faculty member. Such leave will be granted only after seven consecutive years of service with the University. After the initial sabbatical, faculty are eligible for a sabbatical every seventh year. Faculty who receive a sabbatical are expected to continue service at the University for at least one academic year after the sabbatical.

Sabbatical leaves are opportunities for Duquesne faculty to develop their teaching and scholarship in support of their disciplines and of the University's educational mission. As such, it is expected that their research plans will include the sabbatical for which they are eligible as a time when they will make significant progress, or even complete, scholarly agendas.

The faculty member applies for sabbatical leave by submitting a detailed report of his/her plans through the departmental chairperson and the Dean with recommendations to the Provost/Vice President for Academic Affairs who makes the final decision. Faculty members will receive the equivalent of one semester's full compensation during the sabbatical leave, which is limited to a period of one calendar year. Upon return to his/her regular duties with the University, the faculty member must submit within sixty days of return a detailed report to the appropriate Dean and to the Provost/Vice President for Academic Affairs.

All fringe benefits continue while the faculty member is on sabbatical leave. Grant funds which are received for salary may be used to relieve the University of the necessity for meeting salary expenses.

1. Guidelines for Sabbatical Leaves

All sabbatical projects submitted as part of the application of faculty members for sabbatical leaves must be accompanied by evaluations and critiques from the appropriate department chair and Dean. The Dean and/or the Provost/Vice President for Academic Affairs may request evaluations from internal or external sources for the purpose of providing additional information to assist in making the final decisions.

2. Role of the Provost/Vice President for Academic Affairs

While the Provost/Vice President for Academic Affairs relies heavily on the recommendations of the chair and Dean, it is the responsibility of the Provost/Vice President for Academic Affairs to verify the validity of the request as to the procedure, worth and financial impact on the department and to approve or deny the sabbatical request.

The Provost/Vice President for Academic Affairs is to receive a report on the results of the project completed during the sabbatical within sixty days after the return of the faculty member.

3. Calendar of Events

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| October 15 | Requests for sabbatical leave must be submitted by faculty to appropriate departmental chair and Deans. Financial support is to be considered in preparing the next fiscal year budget. |
| November 15 | Requests for sabbatical leaves with data and recommendations must be submitted by the Deans to the Provost/Vice President for Academic Affairs. |
| December 15 | The Provost/Vice President for Academic Affairs announces the approved sabbatical leaves and the faculty member is notified. |

4. Holy Spirit Order Faculty Sabbaticals

a. Policy:

The full-time faculty members of the Holy Spirit order are considered eligible for leaves of absence and sabbatical leaves in accordance with regulations adopted for all full-time faculty members. At the time a leave is authorized by the President, an allocation of funds may be made for the faculty member's use while away from campus.

b. Procedures

- i. The same criteria as with other faculty will be followed for the award of the leave.
- ii. When awarded or when the award is anticipated, the following considerations must be made:

a) Allocation

Faculty members will receive the equivalent of one semester's full compensation during the sabbatical leave, which is limited to a period of one calendar year.

b) Budget

The budget head shall remove this faculty member from the contributed services budget line.

c) Transportation

The transportation needs of members of the Holy Spirit Order residing at Trinity Hall are to be considered. Trinity Hall residents may have use of a shared vehicle. Leaving the campus on a sabbatical leave may cause a loss of transportation and this should be considered in awarding the allocation.

C. LEAVES OF ABSENCE

Full-time faculty may be granted leaves of absence for professional advancement or for personal reasons. The faculty member applies for leave through the departmental chair, Dean, Provost/Vice President for Academic Affairs and the President.

1. Leave for Professional Advancement

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Leaves may be granted for purposes of professional advancement for a period of one year and, under exceptional circumstances, may be extended for one additional year. Applications should be made in writing and submitted at least seven months prior to the end of classes of the academic year in which the applicant is then teaching. A final written decision shall be made within 60 days of the date of receipt of the application.

The request may contain the following information:

- a. the precise professional purpose of the leave;
- b. the exact period being requested with the beginning and ending dates.

Leave time will be counted toward time in rank for promotion purposes and tenure consideration when a faculty member is on professional leave. (It will not count toward a sabbatical leave, but time on professional leave does not disrupt the time requirement of seven consecutive years for sabbatical leave -- approved by the Administrative Council, January 23, 1980.) See also "Sabbatical Leave".

All publications and research during professional leave shall indicate the faculty member's continuing association with Duquesne University.

2. Leave for Personal Reasons

Leave granted for personal reasons may not exceed one year. Conditions of application are the same as for leave for professional advancement except in emergency situations. The written application should include the precise personal reason for the leave. By mutual agreement, however, the applicant may be permitted to confine expressions of his/her reason to verbal confidence with the immediate academic superior.

Leave time will not be counted toward time in rank for promotion purposes or tenure consideration when a faculty member is on personal leave.¹

3. Sick Leave

Faculty will be paid their regular academic salary during the period of illness.

The University may require medical evidence of continued disability in cases of protracted illness. The maximum payment for disabling illness is six months of regular academic year salary at the rate payable when the illness begins.

For the purpose of this benefit six months salary shall be during a period of permanent disability 6/9ths (2/3rds) of the academic year salary.

Sick leave payments are only available consistent with the faculty member's normal work year. This means that within the intent of this policy, which is to prevent loss of earnings due to illness, the faculty member will receive sick pay only for periods in which he or she would be paid if teaching or working the agreed-upon schedule.

¹ *In regard to sabbaticals, personal leaves are treated in the same way as professional leaves. (Administrative Council, July 30, 1980)

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Faculty teaching in summer school may be paid for absence due to illness which does not require the hiring of a substitute.

Faculty who are disabled for periods in excess of six calendar months will be advised of the procedure to apply for long-term disability payments under the University's insurance program.

Under no circumstances will University-paid sick leave for the same illness or condition exceed six months in any consecutive twelve month period.

4. General Conditions

No salary may be paid under conditions of professional or personal leave.

Fringe benefits will be paid by the University where no other provisions are made by terms of the professional or personal leave, but this privilege will be granted only when the faculty member agrees to contract for a period of service following leave equal to the period of leave. Individuals who take personal leaves are responsible for the cost of health benefits through COBRA. Variances to this policy may be granted only by the Provost/Vice President for Academic Affairs and the President.

D. PROCEDURE FOR PROFESSIONAL AND PERSONAL LEAVES

1. The faculty member must submit the request in writing to his/her departmental chair/Dean requesting leave as outlined in this policy.
2. The Dean will submit this letter with his/her recommendation to the Provost/Vice President for Academic Affairs.
3. The Provost/Vice President for Academic Affairs will submit the request with his/her recommendation to the President.
4. The departmental chair/Dean will notify the faculty member in writing of the decision, repeating all conditions as finally determined and with the stipulated time.

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APPENDIX D.

UNIVERSITY GRIEVANCE COMMITTEE FOR FACULTY (DUE PROCESS PROCEDURES)¹

The standing University Grievance Committee for Faculty, elected by the faculty, is responsible for receiving and investigating grievances according to due process procedures originating in the office of the Provost/Vice President for Academic Affairs. If approved by the President, its decisions are binding. (Executive Resolution VII.)

1. Purposes

The University Grievance Committee for Faculty (UGCF) exists to review specific complaints and other grievances. Its decisions are binding on the University when such decisions have been reviewed and approved by the President of the University.

In each case presented to it, the UGCF's charge is to assure the proper applications of the rules and criteria which the schools and/or the University have adopted or, in the absence of specified regulations, have historically applied. The UGCF does not determine the policies and procedures of the several schools nor does it establish the criteria to be used in considering promotion and tenure. It is within the purview of the UGCF, however, to determine in a case before it if local criteria are consistent with University policy and to make certain that the criteria which are used in reaching decisions are those which the school has established, that they are applied uniformly and consistently, and that in applying them adequate consideration is given to all the available relevant information.

2. Composition and Election

The University Grievance Committee for Faculty is elected by full-time faculty members. In accordance with procedures established by its Dean, each college/school, and the University Library will select one representative to serve on the UGCF. The election of a member and an alternate will take place at the first meeting of the faculty in the academic year. New members will begin service in September. The term of service will be for three years. Annually in September, the UGCF will elect a chair who may succeed himself/herself. Procedures for electing members to the UGCF will be implemented as the term of service of each initial appointee is about to expire.

The election of members and alternates will be staggered throughout a three-year period to insure continuity on the UGCF. They will be elected according to the following schedule:

2009, 2012, 2015	Law, Education, Nursing, Natural and Environmental Sciences
2010, 2013, 2016	Pharmacy, College, Business Administration, Health Sciences
2011, 2014, 2017	Music, College, Library

The cycle will then continue to repeat itself. If a member resigns before his/her term is over, the alternate will serve out the remaining term. This will serve to keep the election schedule intact.

The UGCF should meet at least once a semester. Five members constitute a quorum.

3. Procedures for Receiving and Investigating Grievances

- a. A faculty member may submit a request for review of a complaint regarding matters of tenure, promotion, academic freedom or other grievances to the UGCF only after all regular channels of

¹ The principles and procedures enunciated in the 1990 edition of AAUP Policy Documents and Reports will govern the activities of the committee except where they are in conflict with procedures of the University.

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appeal in his/her school and in the University have been exhausted. However, a grievant may petition the UGCF to intervene or take jurisdiction of a case in which the grievant feels the normal channels have not been made available or that the regular procedures are being unreasonably delayed.

- b. A request for review shall be initiated by contacting the chair of the UGCF and by filing the grievance in a form specified by the UGCF's internal procedural guidelines. The faculty member may choose to present the request to the UGCF in person.
- c. Upon submission, a grievance shall be reviewed by the UGCF, which will decide whether the facts as presented merit further review or whether the grievance should be dismissed. Submission of a grievance will not automatically entail investigation, detailed consideration, or a formal hearing.

The UGCF shall have discretion to conduct an investigation either informally or as a formal hearing under Section 4. In the following instances, however, the faculty member may demand certain procedure as matter of right, as follows:

- i. In the case of a grievance concerning a dismissal, the faculty member may demand an investigation as his/her right;
 - ii. In the case of the dismissal of a tenured faculty member, the grievant may demand as his/her right that the UGCF conduct a formal hearing; and
 - iii. In the case of the dismissal of a faculty member in violation of the provisions of Executive Resolution IV, the grievant may demand that his/her right that the UGCF conduct a formal hearing.
- d. The UGCF shall define the scope of the investigation.
 - e. At any time during the proceedings, the UGCF may seek to bring about a settlement of the issue satisfactory to both parties.
 - f. The UGCF will have access to all University records it deems pertinent, the right to meet and talk with the President and the Provost/Vice President for Academic Affairs, and the right to hear evidence from any persons in any matter pertaining to the dispute. Confidential records shall be held in confidence by the UGCF and records and contents thereof shall not be disclosed to any other party.
 - g. The member of the UGCF who represents the constituency from which the grievance emanates may participate in the UGCF's deliberations, but will be excluded from voting on its final recommendations. The UGCF's decision must be approved by a majority of those eligible to vote.
 - h. Following a final determination, the findings and recommendations of the UGCF will be transmitted in writing to both parties to the dispute, to the Provost/Vice President for Academic Affairs, and to the President of the University. Explicit findings should be made with respect to all questions at issue and a reasoned decision should be written.
 - i. Before a final decision is made by the President, he may meet with the UGCF to discuss the merits of the UGCF's findings and recommendations. No decision is to be made by the President at this meeting.
 - j. The President will make his final decision and communicate it to the parties, the UGCF, and the Provost/Vice President for Academic Affairs.

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*Faculty Handbook, 57***4. Procedures for Conducting a Formal Hearing**

- a. In a case where the grievant demands a formal hearing, the grievant shall submit his or her grievance to the UGCF by filing it with the UGCF's chairperson in a form specified in the UGCF's internal procedural guidelines. The grievance shall include any statement received by the grievant from the University concerning the grounds for the dismissal, and a written responses by the grievant to that statement. The grievant may petition the UGCF to make the hearing public. The UGCF will exercise its judgment as to whether a hearing should be public or private.
- b. At least 20 days prior to the hearing, the UGCF shall make service of written notice of the time and place of the hearing and of specific issues to be considered at the hearing. A hearing may commence at an earlier date provided all parties agree in writing. The faculty member may waive a hearing or may respond in writing at any time before the hearing. If the faculty member waives a hearing but does not withdraw the grievance, the UGCF will evaluate all available evidence and rest its recommendation upon the evidence in the record.
- c. The UGCF may, with the consent of all parties concerned, hold joint pre-hearing meetings with the parties in order to (1) simplify the issues, (2) effect stipulation of facts, (3) provide for the exchange of documentary or other information, and (4) achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective, and expeditious.
- d. During a formal hearing, the faculty member and the University will be permitted to have advisors or other counsel of their choosing. Participants in the internal grievance procedures are to function as colleagues, and the advisor or other counsel shall function as private counsel to the parties and not as active participants in the hearing.
- e. The proceedings may be audiotaped for the exclusive use of the UGCF if the UGCF determines that a tape is necessary to facilitate its deliberations. There will be no other recording of the proceedings unless the parties and the UGCF agree.
- f. The burden of proof that the University has followed the established procedures for the dismissal of a faculty member and that adequate cause exists for the dismissal of a tenured faculty member rests with the institution and shall be satisfied only by clear and convincing evidence in the record considered as a whole.
- g. The UGCF will grant continuances or adjournments to enable either party to investigate matters in regard to which a valid claim of surprise is made.
- h. All parties to the dispute will be afforded an opportunity to obtain witnesses and documentary and other evidence. The administration will cooperate with the UGCF in securing witnesses and making available documentary or other evidence. Every possible effort will be made to obtain the most reliable evidence available.
- i. All parties to the dispute and the UGCF will have the right to question the witnesses. Where the witnesses cannot or will not appear, but the UGCF determines that the interest of justice require admission of their statements, the UGCF will identify the witnesses. The parties and the UGCF may submit interrogatories. The responses or other statements of the witnesses will be disclosed to the parties.
- j. In a hearing of charges of incompetence the testimony shall include that of qualified faculty members from this or other institutions of higher learning.

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- k. The hearing will be conducted according to rules established by the UGCF. The UGCF will not be bound by strict rules of legal evidence and may admit any evidence that will assist it in determining the merits of the issues.
 - l. The findings of fact and the decision will be based solely on the evidence produced at the hearing. The decision of the UGCF shall be in writing and shall include findings of fact, a statement of the basis in the record for its findings of fact, and an explanation of the reasons for the decision.
 - m. The UGCF will issue its report as provided in Section 3(h) to the University and no public statements will be made about the particulars of the case by the UGCF or any of its members, except for such announcements as may be required covering the time of a hearing and similar matters. Public statements and publicity about the case will be avoided so far as possible by all parties to the dispute until the proceedings have been completed.

APPENDIX E

*Faculty Handbook, 59***APPENDIX E. DEANS' EVALUATION: PROCEDURES**

An Evaluation Committee will be formed within the college/school of the Dean. Such a committee shall consist of:

1. Two (2) tenured or tenure track faculty members named by the Dean;
2. Four (4) tenured or tenure track faculty members elected by the college/school tenured, tenure track and non-tenure track faculty;
3. One (1) tenured or tenure track faculty member appointed by the Provost/Vice President for Academic Affairs;
4. One (1) student selected by the faculty members of the Evaluation Committee;
5. One (1) active alumnus/alumna familiar with the activities of the college/school selected by the faculty members of the Evaluation Committee; and,
6. A committee chair to be elected by the committee from the faculty representatives.

The committee, in consultation with the Dean and the Provost/Vice President for Academic Affairs, will draft a set of questions and/or topics appropriate for the particular college/school. The goals of the Dean and his/her effectiveness in implementing them should form an integral part of this instrument. The committee may draft a questionnaire to solicit responses from the faculty and students if the members so desire.

The committee will interview individual full-time faculty members and selected groups of students to determine responses to the above evaluation questions. Any faculty member not selected for an interview may schedule such an interview at the convenience of the Evaluation Committee. Faculty, students, staff and other professionals may also send signed letters to the committee chair or the Provost/Vice President for Academic Affairs.

The committee will draft a confidential report to the Provost/Vice President for Academic Affairs. The report should indicate the consensus of the faculty on the items for analysis, suggest areas for improvement, and indicate points for commendation. The report should also provide a final recommendation regarding reappointment. A minority report may also be sent if it is deemed necessary. The Provost/Vice President for Academic Affairs will meet with the Dean to provide a summary of the report and a final evaluation. The Provost/Vice President for Academic Affairs will also provide a written or oral report to the Evaluation Committee. The recommendation of the Provost/Vice President for Academic Affairs to the President will follow this summary interview. This review should commence no later than the first week of the second semester of the year preceding the final year of the Dean's contract. Notices to terminate or reappoint shall be issued by May 1 of the year of the review.

All data accumulated during the review process will be submitted to the Office of the Provost/Vice President for Academic Affairs. Such data, along with all reports and recommendations, will be retained for a period of three years.

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APPENDIX F. ACADEMIC DUE PROCESS FOR STUDENTS**I. Student Responsibilities**

- A. Responsibility for all required assignments and course material rests with the student.
- B. It is the responsibility of the student to maintain academic integrity with regard to class assignments, examinations, and course requirements in accordance with the University Academic Integrity Policy and Procedures.
- C. Regular class attendance is essential for maximum educational advantage and is strongly encouraged. In the absence of a uniform University policy with regard to class attendance, it is the responsibility of the students to be aware and abide by each individual faculty member's policy with regard to class attendance. The student is responsible for information, assignments, or materials given during all meetings of the class.

II. Faculty Responsibilities

- A. Faculty members must distribute at the first meeting of each class a course syllabus which includes at least the following information: course requirements, course assignments and expectations, types of examinations (when possible), evaluation process for grading (including +/- grading), and policy regarding class attendance. If major changes in the above categories on the syllabus are necessary, they must be given to the students in writing.
- B. Students' final examinations and all other relevant grading information must be kept on file by the faculty member or the department for review by the student for a period of one year following their administration.
- C. It is the faculty member's responsibility to see that examinations are properly monitored.
- D. The faculty member is responsible for assigning grades in a fair manner, consistent with policies stated in the syllabus, or subsequently modified in a written adjustment of the syllabus.
- E. No one may change a grade, except for the faculty member or the Provost/Vice President for Academic Affairs. The Provost/Vice President for Academic Affairs may change the grade only after the Academic Due Process Committee has recommended said change, except in the case of a disputed grade assigned by a faculty member no longer employed by the University; in such circumstances, a grade may be changed by the Vice President upon the recommendation of the appropriate Dean(s) and the chair(s).

III. Initiation of a Grievance

- A. If a student believes that the actions of a faculty member have resulted in serious academic injury, it is the student's responsibility to attempt to resolve the matter informally by meeting first with the faculty member, and then, if the student is not satisfied, with the chair (if there is one), then the Dean.
- B. If the matter is not resolved to the satisfaction of the student, the student may file a written *Academic Due Process Grievance* with the Academic Vice President of the Student Government Association. The grievance shall state with particularity the allegation that the student is making and the basis on which the allegation is being made. It shall include statements from any witness or written matter which may be helpful. This grievance must be filed within sixty (60) days after the beginning of the semester subsequent to that in which the grievance allegedly occurred.

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- C. The completed form is sent immediately to the University Provost/Vice President for Academic Affairs.
 - D. The Provost/Vice President for Academic Affairs then notifies the appropriate Dean(s), chair(s), and faculty member(s).
 - E. The Provost/Vice President for Academic Affairs reviews the *Academic Due Process Grievance* to determine whether there is reasonable cause to continue the process. If the Provost/Vice President for Academic Affairs finds that no other action is appropriate, he/she will so inform the student, the faculty member(s), the chair(s), and the Dean(s) within thirty (30) days of receipt of the grievance.
 - F. If the Provost/Vice President for Academic Affairs finds that the process should be continued, he/she will call for a Hearing (as indicated in Part III, Section G, and the following steps outlined in Part V of this document.)
 - G. Call for a Hearing:
 - 1. The Provost/Vice President for Academic Affairs will call the Hearing at such a time and place as he/she may elect. He/she shall advise, in writing, the members of the Academic Due Process committee, the student, the instructor, the chair(s), and the Dean(s) of the school or college involved. A copy of the student's grievance shall be provided to all parties in the dispute at this time.
 - 2. The Hearing will be scheduled not less than five (5) days nor more than thirty (30) days after the *Academic Due Process Grievance* form has been submitted.
 - 3. The Provost/Vice President for Academic Affairs may reschedule a Hearing, at his/her discretion, for the convenience of any of the parties or members of the committee.

IV. Jurisdiction of the Academic Due Process Committee

- A. The committee shall have appellate jurisdiction on all cases involving students, full- and part-time, undergraduate and graduate, who are officially registered at the University.
- B. It shall be the purpose of the Academic Due Process Committee to deal with serious academic issues, such as the following:
 - 1. Cases in which students claim to be victims of prejudiced and/or capricious or arbitrary academic evaluation.
 - 2. Cases in which students claim their grade was determined in a manner not consistent with grading policies stated in the syllabus or in any written revision of the syllabus distributed to the class.
- C. The Academic Due Process Committee does not have jurisdiction over academic integrity issues.

V. Composition of the Academic Due Process Committee

- A. The Provost/Vice President for Academic Affairs will establish each year a representative pool of both full-time faculty members and students (who would be willing to serve on Academic Due Process Committees), selected from names recommended, respectively, by the President of the Faculty Senate and the Academic Vice President of the Student Government Association.

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- B. The Provost/Vice President for Academic Affairs, in the presence of the concerned student and faculty member, will draw by lot from this pool, to establish specific Academic Due Process Committees, each consisting of three (3) faculty members and three (3) students.
- C. Each committee will normally deal with one grievance. In exceptional cases, the Provost/Vice President for Academic Affairs may assign more than one related grievance to a committee. After the Provost/Vice President for Academic Affairs has acted upon a committee's recommendation(s), he/she will disband the committee, and the names of the faculty members and students who have served on the committee will be returned to the general pool.
- D. In any proceeding, faculty and student representatives from the same academic department, division, or program as either the instructor or students whose acts are in question, shall be excluded from the committee.
- E. In addition, either the student or the faculty member may seek any person's removal from the committee which is hearing the case. If the Provost/Vice President for Academic Affairs agrees that there are sufficient grounds for this request, he/she will remove that person from the committee and draw by lot a replacement for that person, in accordance with the stipulations set forth in Part V, Sections A through D.
- F. The Provost/Vice President for Academic Affairs will appoint one of the members of the committee to serve as its chair. The chair:
 - 1. will have full voting rights;
 - 2. will rule on the admissibility of all evidence, in consultation with the other members of the committee;
 - 3. will rule on such other questions as may arise.

VI. Conduct of the Hearing

- A. The Hearing will be conducted in an orderly, impartial manner.
- B. The Provost/Vice President for Academic Affairs will provide appropriate secretarial support, if requested by the committee chairperson.
- C. Each party will have the right of direct cross examination.
- D. Each of the parties will have the right to be accompanied by one advisor of his/her choice (this may be a faculty member, an administrator, a student, etc.). The advisor may not normally participate in the proceedings. However, the chair may allow the advisor to speak for purposes of clarification. Legal counsel may not be present unless the Provost/Vice President for Academic Affairs, for cause shown, determines that legal representation is appropriate. In the event that an attorney is retained by any party in the dispute, all other parties will be given due notice and reasonable time to retain an attorney of their own.
- E. The hearing will be closed to all except the following: the student filing the grievance, the individual(s) against whom the grievance has been filed, the advisors of these parties, the committee, the committee secretary, and witnesses called by the committee during their testimony and cross examination.
- F. The student will be permitted to present his/her case first, including testimony of witnesses. Following this presentation, the person(s) named in the grievance will be permitted to present his/her case. Members of the committee, the grievant, and the person(s) named in the grievance will be permitted to cross-examine all witnesses.

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- G. Evidence will be admitted, without regard to formal rules of evidence, if it is deemed relevant by the committee for a determination of the issues. The following evidence may be considered as relevant to the committee's decision:
1. Testimony of the parties regarding the events in question.
 2. Materials such as syllabi, examinations, lab reports, papers, and class attendance sheets, in order to determine if fairness was exercised in the academic evaluation.
 3. Witnesses to the incident.
 4. Testimony concerning the relationship of the faculty member and the student with regard to their "in class" relationship.
 5. Records of Academic Due Process hearings involving either the student or faculty member concerned.
 6. The academic record of the student, with his/her consent.
 7. Character witnesses.
 8. Any other items which the committee deems significant.
- H. In no case will the committee consider any written statement regarding a party from a person who does not appear before the committee unless the party has been advised of its content and the name of the person who made such statement, and unless he/she has been given the opportunity to respond to the statement.
- I. All records pertaining to the Hearing shall be taken, retained, and kept in confidence by the Provost/Vice President for Academic Affairs for a period of two (2) years following the student's graduation, or six (6) years after the conclusion of the Hearing, whichever occurs first.

VII. Recommendations of the Committee

- A. After considering all of the evidence presented, the committee will make its recommendations to the Provost/Vice President for Academic Affairs. These recommendations may include (but are not limited to):
1. denying the grievance;
 2. upholding the grievance in part, but modifying any penalties previously imposed or other decisions taken;
 3. upholding the grievance.

In no case, however, will the committee impose a more severe penalty upon the student.

- B. Voting shall take place by secret ballot, and the recommendations of the committee will be determined by a majority vote. A tie vote will be considered a losing vote, and the grievance will not be upheld. Votes will be tallied by the chair and retained as part of the confidential record of the committee.
- C. The findings of the committee and its written description will be prepared in two parts. One of these, which will be signed by the chair of the committee, shall identify the parties. The second part, which will not refer to the parties by name, will summarize the issues and set forth the

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findings and reasons thereof. The names of the committee members will be listed in the confidential records of the committee.

- D. Both copies will be sent to the Provost/Vice President for Academic Affairs.
- E. Upon receiving both copies of recommendations, the Provost/Vice President for Academic Affairs will maintain a file of the second set of documents (those without names listed) which Due Process Committees may use for future reference.
- F. The student filing the grievance and the person against whom the grievance has been filed will be given, upon request, a written copy of the committee's recommendation (identifying the parties), within five (5) days after completion of the report.
- G. The Faculty Senate President, Academic Vice President of the Student Government Association, and the appropriate Dean(s) may review the copy of the committee's recommendation (identifying the parties), under the stipulation that it will remain in confidence.

VIII. Response to the Committee's Recommendations

- A. The Provost/Vice President for Academic Affairs has the duty of either implementing or not implementing any or all of the committee's recommendations. If he/she chooses not to implement the committee's recommendations, he/she must explain the decision in writing to the student, the person against whom the grievance was filed, the committee, and the appropriate Dean(s). A copy of this explanation will be attached to the committee's formal recommendations and kept on file.
- B. To the extent that the Provost/Vice President for Academic Affairs agrees with the recommendations of the committee, it is his/her responsibility to see that they are carried out.
- C. When the committee decides in favor of the student, the Provost/Vice President for Academic Affairs may effect the recommended grade change, or allow the student to:
 - 1. continue the course;
 - 2. transfer to another section of the course if that is feasible, and if the instructor of the course into which the student wishes to transfer is amicable to the suggestion;
 - 3. withdraw from the course with a total refund;
 - 4. petition for a waiver or substitution for the course.

IX. Appeal of the Committee's Decision

- A. An appeal of the committee's decision may be taken to the Provost/Vice President for Academic Affairs. This appeal, however, may be based only upon the allegation that the procedures, as set down in this document, have not been followed properly. An appeal to the Provost/ Vice President for Academic Affairs may not be based upon the alleged merits of the student's grievance.
- B. In reviewing the matter, the Provost/Vice President for Academic Affairs shall determine either that the procedures were followed (and deny the appeal) or that the procedures were not followed (and grant the appeal). If the procedures were not followed, the Provost/Vice President for Academic Affairs shall return the grievance to the proper point in the procedure so that the proper procedures may be followed. In either event, the faculty member and student will be notified in writing of the Provost/Vice President for Academic Affairs' determination.
- C. Formal appeals to this procedure end at this point.

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X. Modification of Procedures

Any party within the University may suggest written changes to the Academic Due Process procedure by submitting a written suggestion to either the Dean of his/her school, or the Provost/Vice President for Academic Affairs. The amended procedures will be effective upon the approval of the Academic Council. A period of sixty (60) days must be given to allow the Faculty Senate and the Student Government Association to respond to proposed changes.

APPENDIX G

*Faculty Handbook, 66***APPENDIX G. DUQUESNE UNIVERSITY ACADEMIC INTEGRITY POLICY AND PROCEDURES****Academic Integrity Policy*****I. Introduction***

An essential element of Duquesne University's mission to educate the mind, the heart, and the spirit is the University's commitment to maintaining and promoting an atmosphere where knowledge and inquiry are respected and encouraged. At Duquesne, as at other American institutions of higher education, our individual and collective search for truth and understanding is founded on the core principle of academic integrity. For Duquesne students and professors alike, academic integrity is essential to our efforts to master existing knowledge, to discover or create new knowledge, and to demonstrate or transmit our knowledge or understanding through academic endeavors like test-taking, writing, and teaching.

Academic integrity at Duquesne can be summarized briefly. In its simplest terms, academic integrity is the pursuit of knowledge and understanding in an honest and forthright manner. This is because intellectual endeavors—on site or online; in the library or the laboratory; in a classroom, a Living-Learning Center, or any off-campus learning environment—can only be conducted in an atmosphere of respect for the truth, commitment to the unfettered spirit of inquiry, and acknowledgment of the different contributions and perspectives of others.

- Academic integrity means pursuing truth with true passion while maintaining the humility to recognize and accept that our own understanding may be incomplete or contingent.
- Academic integrity means acknowledging the contributions of others, specifically and completely, using the conventions for acknowledging sources that are appropriate to particular intellectual traditions or disciplines.
- Academic integrity means representing others' work accurately and distinguishing clearly our own ideas and insights, and our language, from the work (and wording) of others.
- Academic integrity means seeking or receiving credit (including grades and other measures of accomplishment) only insofar as we have earned it as a result of our own intellectual efforts; it means not taking credit for work that is not our own.
- Academic integrity means representing ideas and opinions with which we may disagree in a clear and fair manner, according the same respect to material we may criticize that we would wish for our own work.
- Academic integrity means taking examinations and completing assessments honestly, and according to directions, so that results are a true measure of our own attainments.
- Academic integrity means treating the work of others—in laboratories, collaborative projects, or any learning endeavors—with the respect we would wish for our own work.

Academic integrity means, in short, that we at Duquesne are dedicated to pursuing our academic and intellectual endeavors with honesty and honor.

The Policy and Procedures set forth here govern the administration of academic integrity throughout Duquesne University and cover the specific roles and responsibilities of individual schools and programs. All student appeals related to academic integrity are to be governed exclusively by the University (and College/School) Academic Integrity Policy and Procedures. The University Policy and Procedures will be promulgated on the Duquesne University web site, in the Student Handbook, and through other means so they may be easily accessed by all members of the Duquesne community.

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All members of the Duquesne University community—including faculty, students, administration, and staff—are responsible for upholding academic integrity and maintaining a culture in which academic integrity can flourish.

Faculty responsibilities include maintaining integrity in their own work and professional lives. Faculty are also responsible for teaching students about academic integrity, particularly in accordance with the specific expectations and conventions of their disciplines, and structuring assignments and examinations in ways that will help students maintain academic integrity. If faculty believe or suspect that academic integrity may have been violated, they must also play a central role in investigating and judging violations and administering sanctions.

Student responsibilities include maintaining academic integrity in all class assignments, examinations, research and/or writing projects, and any other academic endeavors related to their courses of study.

II. Definitions and Standards: Violations of Academic Integrity

Academic integrity can be compromised in any number of ways. Individuals who seek or receive credit for intellectual work that is not their own violate academic integrity, as do individuals who falsify or ignore data or who destroy or contaminate data or intellectual property. Violations of academic integrity may include, but are not limited to, the following:

- **Cheating.** Cheating on quizzes, tests, examinations, or projects may include giving, receiving, or using unauthorized assistance or material. (Unauthorized material may include, but is not limited to, notes or other written documents as well as wireless communication or computing devices, calculators, formulas, computers, computer programs, software, data, or text.) In other contexts (e.g., group projects, labs), cheating may include forms of deception intended to affect grades or other outcomes. Cheating may also include, but is not limited to, student use of sources beyond those authorized by the instructor in fulfilling assignments such as writing papers, preparing reports, developing course projects, or solving problems. Cheating may also include student possession without permission of tests or other academic material belonging to a member of the University faculty or staff.
- **Plagiarism.** Plagiarism in papers or other written, electronic, or oral work (including essays, research papers, theses, dissertations, presentations, class projects, or work for publication) may include, but is not limited to, the use—whether by summary, paraphrase, copying, direct quotation, or a combination of such methods—of the published or unpublished work or the specific ideas of another person or source without full, clear, and specific acknowledgment (including the use of quotation marks or other conventions to indicate the source's language). Plagiarism may include the submission of material from sources accessed through the Internet or by other means, or from other individuals, without proper attribution. Also, plagiarism may include the submission of a paper prepared in whole or in part by another person or persons or an agency or entity engaged in providing or selling term papers or other academic materials. Plagiarism may also include the submission, without the instructor's approval, of work submitted for credit in another course.
- **Deceit in academic matters.** Deceit may include, but is not limited to, deliberately furnishing false information or withholding relevant information to any University instructor, official, or office.
- **Misuse of documents.** Misuse may include, but is not limited to, forgery, alteration, or improper use of any University document, record, or instrument of identification (written or computerized). It may also include misappropriation, mutilation, or destruction of tangible assets such as books, journals, electronic data, and related resources available in libraries and offices.
- **Assistance in the violation of academic integrity.** Assistance may include, but is not limited to, any knowing facilitation of intellectual dishonesty by another person or persons.

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III. Academic Sanctions

Violations of academic integrity—whether or not they are the result of a deliberate intent to deceive—are subject to academic sanctions, including (but not limited to) lowered grade or failure on an assignment; lowered course grade; course failure; suspension or dismissal from a course; suspension or dismissal from the College or School or from the University; and/or revocation of a degree. If a student is accused of an academic integrity violation before the published course withdrawal deadline, he or she may not withdraw to avoid a course grade sanction. If a student is guilty of violating academic integrity, information regarding the violation and sanction will be maintained by the Director, Office of Student Conduct.

Academic Integrity Procedures

All schools of the University will have academic integrity policies and procedures that are consistent with the University Policy and Procedures. As a rule, School (College) procedures will specify standards and expectations appropriate to that School and its mission; students enrolled in courses offered by that School will be governed by its procedures. School procedures will specify mechanisms for insuring that students accused of academic integrity violations are afforded the protections of due process, including the availability of School-level appeals processes. While individual faculty members will generally have responsibility for course-level sanctions (that is, sanctions up to and including a reduced or failing course grade), schools will develop procedures for handling more serious situations involving students enrolled in their programs or taking their courses, that is, situations that could potentially lead to more severe sanctions than failure in a course (for example, repeated or particularly egregious violations that might lead to suspension or dismissal from the School or University). The College and individual schools are responsible for

- promulgating School policies and procedures to their students and faculty alike and providing ready access to their policies and procedures (e.g., on School web sites);
- educating students about School expectations regarding academic integrity and specific methods and conventions for maintaining it;
- overseeing academic integrity in their courses and programs; and
- reporting violations to the Director, Office of Student Conduct and (where applicable) to other schools and maintaining School (College) records of academic integrity violations.

In courses that are not offered by a specific School (e.g., University Core courses), the policy and procedures of the offering department or faculty member will apply. In areas of the University that do not have their own policy and procedures (e.g., the Honors College), the policy and procedures of the McNulty College and Graduate School of Liberal Arts will apply by default.

All academic integrity violations leading to a sanction, even a minimal sanction, must be reported to appropriate officials, including the Director, Office of Student Conduct, who maintains records of violations of academic integrity. Each School (College) should develop guidelines for contacting the Director, Office of Student Conduct, with inquiries about whether a particular student has committed a prior academic integrity violation and evaluating any information received.

I. Roles and Responsibilities within the College or the Schools

Course instructors are responsible for upholding academic integrity in regard to work under their supervision performed both in and outside of class. They have primary responsibility for evaluating evidence of violations and imposing appropriate sanctions. All cases which result in a sanction greater than failure on the assignment on which the violation allegedly occurred must be discussed with the instructor's department chair or program director. If the student is majoring in a different area from the one where the violation occurred, the relevant department chair or Dean should be notified. If the instructor determines that the sanction to be applied is greater than failure on the

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assignment, the student should be informed of the sanction in writing or via email and should also be informed that it is his or her right to appeal the instructor's finding of a violation and/or imposition of a sanction to the School (College) Academic Integrity Appeals Committee or its equivalent. Student appeals should be initiated within a specified time period after the instructor has communicated with the student regarding a violation or sanction.

The recommendation of the School (College) Academic Integrity Appeals Committee will be communicated in writing or via email to the Dean, and, if the student is not enrolled in that School, the Dean of the student's School. The Dean or Deans may impose the sanction as recommended or impose a lesser sanction. For especially serious sanctions (e.g., suspension or dismissal from the University), the Dean(s) will forward a recommendation to the Provost/Vice President of Academic Affairs for implementation.

A School (College) Academic Integrity Committee should have oversight of matters related to academic integrity in the School (College).

II. Role and Responsibilities of University Provost/Vice President of Academic Affairs

In the most serious cases, ones which might lead to suspension or dismissal from the University, the Dean's recommendation is transmitted to the University Provost/Vice President for Academic Affairs for implementation. If the student requests a University-level review (see below), or if the Provost has any concerns about the evidence or the fairness of the School's proceedings, the Provost may refer the case to the University Academic Integrity Appeals Committee.

III. Role and Responsibilities of the University Academic Integrity Appeals Committee

A student has the right to a University-level review of his or her case. Often this will be conducted informally, by the Provost (or his or her designee) reviewing the written record of the case. A review by the University Academic Integrity Appeals Committee may be conducted, at the discretion of the Provost, if the student presents compelling evidence that the proceedings in the School or College were inadequate. The Appeals Committee, at its discretion, may wish to go beyond an examination of the written record and hold a hearing at which the student and other witnesses might appear.

Membership of the University Academic Integrity Appeals Committee hearing an academic integrity case will consist of three faculty members chosen by lot from a pool of eleven elected faculty representing all schools in the University plus the Gumberg Library and two students chosen by lot from a pool of ten elected students representing all schools in the University. Faculty and students chosen to serve on any academic integrity case may not be members of the department in which the alleged infraction occurred. Undergraduate representatives will participate in cases dealing with undergraduate students and graduate representatives in cases dealing with graduate students.

IV. Role and Responsibilities of the University Academic Integrity Committee

Oversight of matters related to academic integrity is vested in the University Academic Integrity Committee, which is advisory to the Provost/Vice President of Academic Affairs. The committee will include representatives from the schools and College, Gumberg Library, the Graduate and Professional Students Association, and the Student Government Association. Among its responsibilities are monitoring University and School (College) policies and procedures pertaining to academic integrity and advising the Provost on academic integrity issues. In concert with the staff of the Center for Teaching Excellence and/or Gumberg Library, the committee will identify and share resources and best practices for maintaining academic integrity.

Originally approved by Academic Council on May 2, 2005; revised and reviewed by Academic Council on March 6, 2006. This revision was approved by Academic Council on March 26, 2012.

APPENDIX H

*Faculty Handbook, 70***APPENDIX H. THE GRADING POLICY****Undergraduate Grading System**

Following is the University's officially recognized method of grading course work and rating academic performance of undergraduate students.

Grade Description

A	Superior
A-	Excellent
B+	Very Good
B	Good
B-	Above Average
C+	Satisfactory
C	Average (is minimum general average for graduation.)
D	Lowest passing scale grade
F	Failure (Course must be repeated for credit.)
I	Incomplete (is a temporary grade given by an instructor when neither a passing nor failing grade can be determined because of incomplete course work. Unless a cogent explanation of extenuating circumstances, acceptable to the instructor, is presented and the missed examination or required assignment is made up by the date specified in the Academic Calendar, the I becomes a permanent F grade.)
IP	May be assigned to enrolled graduate students who are working on dissertations.
N	Not Passing (is used to indicate failure in Pass/Fail-elected courses and is independent of the Quality Point System. The course must be repeated for credit.)
P	Pass (is used in some courses where scaled grading is inappropriate. P indicates satisfactory completion of course work with credits earned. It is independent of the Quality Point System.) Undergraduate students who elect to take graded courses on a Pass/Fail basis must earn the minimum of a "C" to achieve a passing grade.
W	Official Withdrawal (is placed on a student's permanent record to indicate termination of attendance in courses under conditions of official withdrawal.)
H	Honors (Used in some courses where scaled grading is inappropriate. Indicates completion of course work with credits earned and with honors but without quality point and is independent of the Quality Points System.)
LG	Late Grade (Used to indicate that grade was not reported by faculty in time for the semester grade report to be sent to the student.)
X	Used to indicate that although student continued to appear on rosters, student never attended classes.

Plus/Minus Grading Option

The Plus/Minus Grading System is the official grading system of the University.

Faculty are to announce at the first class meeting whether or not plus and minus grade values will be used in grading course work and rating academic performance of the students in their class. A class inaugurated in plus/minus grading may not revert to non plus/minus grading, and vice versa.

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*Faculty Handbook, 71***Computation of the Quality Point Average**

The Quality Point Average is the ratio expressed to the decimal thousands of the sum of course credits for which the grades of A, A-, B+, B, B-, C+, C, D, and F were received divided by the sum of quality points earned. The Quality Point value of these grades are:

Grade	Quality Points per Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
D	1.0
F	0.0

The grades P, N, I, and W are independent of the Quality Point System. Courses graded F, N, I, and W do not earn credit, and if required for graduation, must be repeated and passed.

Graduate Grading System

Each graduate school of the University employs its own grading system. The graduate grading system used by a particular school is published in that school's graduate program catalog. In all graduate programs, the grades C-, D, and S are not valid for grading graduate work.

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APPENDIX I: RESEARCH AND PATENT POLICY – See The Administrative Policy No. 40

APPENDIX J: THE GRANTING OF EMERITUS STATUS**I. ELIGIBILITY REQUIREMENTS:****Emeritus/Emerita Status for Faculty**

- A. The faculty member has achieved the rank of Professor in the College or Schools of Duquesne University, and
- B. Has a minimum of ten years continuous service to Duquesne University, and,
- C. Is within the last year before retirement or retired.

II. PRIVILEGES OF EMERITUS/EMERITA STATUS:

- A. The University grants the following privileges to Professors Emeriti/Emeritae:
 - 1. Participation in University-wide events – Honors Day/Commencement, etc.;
 - 2. Faculty dining privileges;
 - 3. Listing in all University publications on the same basis as active faculty;
 - 4. Receipt of University publications;
 - 5. University I.D. card;
 - 6. Participation in University parking program;
 - 7. Library privileges;
 - 8. Email privileges.

III. PROCEDURES:

- A. Nominations for appointment as Professor Emeritus/Emerita are initiated by departmental colleagues and chairpersons, the Dean and the Provost/Vice President for Academic Affairs. They are reviewed for a recommendation by the Dean, Provost/Vice President for Academic Affairs, and the University Committee on Promotion and Tenure before presentation to the President for final approval and conferring of the title of **Professor Emeritus/Emerita**.
 - 1. Recommendations will include a curriculum vitae of the candidate and a list of major achievements accomplished during the term of service to Duquesne University.
 - 2. Recommendations will demonstrate outstanding service to the University in areas of: teaching and advisement, including summaries of evaluations; scholarly activities, including a continuous record of research and publication; University and community service.
- B. A review of the credentials for excellence in the major areas of teaching, scholarly activity and service will be conducted. Candidates maintaining outstanding achievements in these areas will be recommended to the President for the award of emeritus/emmerita status.
- C. In reviewing the record and recommendation, the President will confirm that the candidate has:

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1. Authoritative knowledge and the recognition of peers in an established field of learning, and
2. Superior stature in his or her field through teaching, scholarly activity and service to the University and the community.

IV. ANNOUNCEMENT:

The public announcement of the award(s) will occur annually with recognition at an appropriate gathering such as commencement, and will be accompanied by a certificate or symbol of appreciation from the University.

V. LISTING OF EMERITI/EMERITAE FACULTY:

The list of Professors Emeriti/Emeritae will be kept in the office of the Provost/Vice President for Academic Affairs, together with a description of their professional competencies, interests and involvement in research.

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**APPENDIX K: UNIVERSITY POLICY STATEMENT ON AFFIRMATIVE ACTION – See The
Administrative Policy No. 30**

APPENDIX L

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APPENDIX L: UNIVERSITY POLICY ON SEXUAL HARASSMENT – See The Administrative Policy No. 31

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APPENDIX P

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**APPENDIX P: CONFLICT OF FINANCIAL INTEREST IN GRANTS AND SPONSORED RESEARCH
PROJECTS – See The Administrative Policy No. 45**

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APPENDIX Q: RESEARCH INTEGRITY – See The Administrative Policy No. 42

APPENDIX R

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APPENDIX R: SUPPLEMENTAL INCOME FROM GRANTS – See The Administrative Policy No. 43

STUDENT EVALUATION SURVEY 2.0

QUESTIONS BY DOMAIN

Adopted 12.2013

The Student Evaluation Survey 2.0 (SES 2.0) was implemented in spring 2014 as a revision of the original SES. It is organized into four domains and employs a 5-point scale for student answers.

I. Instructional Design

- 3) The assignments were helpful in acquiring a better understanding of course objectives.
- 7) The instructor made it clear how student learning would be assessed.
- 11) The instructor provided constructive feedback on course assignments and exams.

II. Instructional Delivery

- 2) The instructor was enthusiastic about teaching.
- 9) The instructor helped me to understand the relevance of this course.
- 13) The instructor used a variety of instructional strategies.
- 14) The instructor was well prepared for the course
- 16) The instructor's explanations were clear.
- 19) The objectives of the course were well explained.

III. Attitudes Toward Student Learning

- 1) The instructor helped me to understand the material in this course.
- 4) The instructor treated students with respect.
- 6) The instructor created a learning environment in which students felt comfortable asking questions.
- 8) The instructor returned graded materials within an appropriate time frame.
- 15) The instructor stimulated my thinking.
- 18) The instructor was concerned with whether or not the students learned the material.

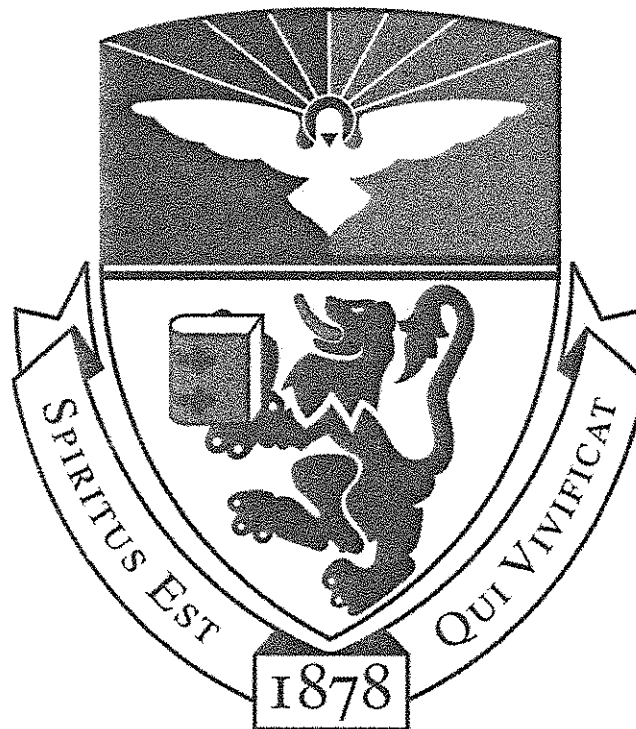
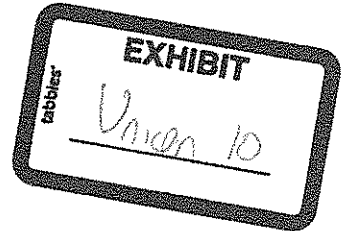
IV. Faculty Availability

- 5) The instructor encouraged students to seek help if needed.
- 10) Assistance from the instructor was readily available if I sought help.
- 12) The instructor responded to my communications in a timely manner.
- 17) Communication with the instructor was helpful.

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EDUCATION FOR THE MIND, HEART, AND SPIRIT

DUQUESNE UNIVERSITY SELF-STUDY



Prepared for

The Middle States Association Commission on Higher Education

By

Duquesne University's Self-Study Steering Committee

January 2008

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EXECUTIVE SUMMARY

Duquesne's "Education for the Mind, Heart, and Spirit" is shaped and informed by the University Mission Statement, which defines our institutional purpose as serving God by serving students through a commitment to academic excellence, moral and spiritual values, ecumenism, service, and world concerns. The 2003–2008 strategic plan was developed to assure that institutional goals and priorities are tied to the mission and based on effective planning for, and use of, institutional resources. This Middle States self-study offered the University community the opportunity to reflect on our ongoing successes and challenges in achieving the goals and objectives of the strategic plan and to prepare for Duquesne's continuing growth as a Catholic university in the Spiritan tradition.

The vision of the strategic plan affirms that: "Duquesne University will enter the first ranks of American Catholic higher education." The three goals of this vision statement, emphasizing Duquesne's Spiritan identity and mission, the quality of students' experience, and the University's national reputation for academic excellence, form the basis for the twenty-nine objectives identified in the plan.

All stakeholders contributed to defining the strategic plan's goals and objectives. The accompanying implementation plan identified specific objectives to be supported by the annual budget cycles from FY03–FY08. Incorporating \$1.24M into the five-year financial plan to fund these strategic initiatives ensured greater resource alignment with the strategic planning process. The self-study documents Duquesne's success in achieving strategic initiatives and identifies areas to target for future growth. Significant self-study findings will be incorporated into the next strategic planning cycle.

DUQUESNE'S ACCOMPLISHMENTS

SPIRITAN IDENTITY AND MISSION

Duquesne has substantially accomplished most of the objectives in support of this goal. The mission is a factor in hiring and performance evaluations. Orientation programs on the mission are conducted for all new students, faculty, and staff. The University Core Curriculum has been revised with increased emphasis on faith and reason, global diversity, and social justice. Implementation of the revised Core began in fall 2007 and will proceed in stages through 2009. A separate University Core Curriculum Committee for Assessment has been formed to oversee the quality of student learning in the Core. Duquesne's Catholic Spiritan identity has been highlighted with the founding of the Centers for Spiritan Studies and Catholic Social Thought.

Duquesne's commitment to diversity has been demonstrated in many ways, from funding for minority hiring initiatives and hiring a minority student recruiter, to creating an Office of Multicultural Affairs and commissioning a campus climate study. Nevertheless, increasing campus diversity offers a continuing challenge and remains a high priority.

ENHANCING THE QUALITY OF STUDENTS' EXPERIENCE

Duquesne has successfully moved forward on all objectives in support of this goal. Admission has become more competitive. Over the last five years, the number of undergraduate applications increased by more than 50%, and the percentage of those admitted dropped by about a third. The academic quality of students has improved, and retention rates are exceptionally strong. Leadership and service have become part of admission criteria.

Campus ministry has been expanded with the addition of two campus ministers. The Bethel Animation Center, an off-campus retreat center, has been renovated so that spiritual and mission-related programs for students can be increased.

A formal campus master plan was adopted in 2004 and updated in 2005. This plan provides the University with a comprehensive development plan for ten years and a twenty-five year guide for future development.

Campus facilities have been improved and the quality of residence life enhanced. Brottier Hall, a twenty-story apartment building that can house more than 750 students, was acquired in 2004. To address the increased demand enrollment growth has placed on recreational facilities, the newly constructed Power Center, a 125,000 square foot multi-purpose recreation center, opened in January 2008. More than half of its space is used for a comprehensive fitness center.

Duquesne has emphasized its commitment to improving its National Collegiate Athletic Association (NCAA) Division I athletic programs. The Palumbo Center, which opened in 1988, has received \$2.2 million in renovations. Upgrades include a new recruitment center, film viewing and editing suites, expanded strength and conditioning areas and training facilities, and new and enlarged office space for men's and women's basketball and athletic administration. These enhancements help Duquesne attract talented student athletes in an increasingly competitive recruiting environment, and foster an atmosphere in which they can reach their full performance potential.

A NATIONAL REPUTATION FOR ACADEMIC EXCELLENCE

Duquesne has made marked progress in achieving the objectives supporting this goal. A comprehensive learning outcomes assessment plan has been developed and successfully implemented. In 2006, the Academic Learning Outcomes Assessment Committee developed the *Dimensions of a Duquesne Education* to link mission, curriculum, and learning outcomes.

A systematic review of all programs is underway, starting at the graduate level. The Graduate Council developed program review guidelines and launched the process of formal reviews for graduate programs not covered by national or regional accreditation. Eight reviews have been completed.

Duquesne has created or strengthened targeted multidisciplinary programs in the areas of ethics, leadership, forensics, biotechnology, technology-enhanced teaching and learning, and community outreach. A focus on ethics and leadership permeates many academic programs and courses. Service-learning has been incorporated into the Core Curriculum.

The scholarly productivity of faculty increased by 86% between FY2003 and FY2007.

DUQUESNE'S CHALLENGES

The self-study process highlighted many institutional achievements since the last accreditation review, as well as evidence of ongoing improvement. Several areas of concern also emerged from the self-study, but these are more properly seen as the challenges that will propel the University to future development and growth over the next decade and beyond. These challenges are addressed within the twenty-five recommendations produced by the self-study. The most significant issues among them include:

- More effectively enhancing diversity not only by developing additional strategies for recruiting, supporting, and retaining minority faculty, staff, and students, but also by promoting change in the campus climate and curriculum
- Tightening the linkage between institutional and learning assessment and the budget process
- Coordinating institutional assessment and centralizing record keeping for institutional data
- More clearly defining Duquesne's teacher-scholar model and delineating the expectations related to faculty workload balance, with particular attention to the role of service
- Supporting essential technology for teaching and learning and technology training for faculty, students, and staff

DUQUESNE'S FUTURE

The reality of Duquesne revealed by the self-study is that of a mission-centered dynamic institution. Duquesne's strengths are evident in all areas, from the quality of students and the teaching and scholarship of faculty, to sound fiscal management. The student body has grown, the campus is expanding. Assessment and strategic planning have become more systematic. Areas identified as needing improvement represent future growth opportunities that will inform the strategic planning process. Some areas targeted for improvement have already begun to be addressed. These include, for example, increased collaboration among the Office of Freshman Development and Special Student Services, Center for Technology Services, and Gumberg Library to support the use of assistive technology on campus; the expansion of the administrative policies and human resources web site to include the updated employee manual and a staff training section, and the hiring of a training coordinator. The newly implemented DORI portal will improve campus-wide communication by making essential information such as policies and training opportunities easily accessible. In addition, a process is underway to identify technological solutions for documenting and communicating assessment data across programs to track institutional progress.

DUQUESNE'S ELIGIBILITY CERTIFICATION STATEMENT

Middle States Commission on Higher Education

**Certification Statement:
Compliance with MSCHE Eligibility Requirements
& Federal Title IV Requirements**

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE eligibility requirements and Federal requirements relating to Title IV program participation by completing this certification statement. *The signed statement should be attached to the Executive Summary of the institution's self-study report.*

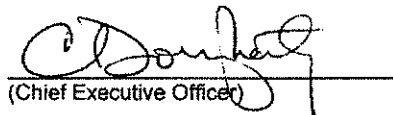
If it is not possible to certify compliance with all eligibility requirements and Federal Title IV requirements, the institution must attach specific details in a separate memorandum.

Duquesne University is seeking:
(Name of Institution)

(Check one) ☒ Reaffirmation of Accreditation ☐ Initial Accreditation

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education and Federal requirements relating to Title IV program participation.

☐ Exceptions are noted in the attached memorandum (Check if applicable.)


(Chief Executive Officer)

5 Oct 2007
(Date)


(Chair, Board of Trustees or Directors)

5 Oct 2007
(Date)

INTRODUCTION

Duquesne University was founded in 1878 by members of the Congregation of the Holy Spirit—Spiritan Fathers and Brothers—to educate the children of immigrants who flooded Pittsburgh in the nineteenth century in search of a better life. On October 1, and in temporary quarters, Duquesne opened its doors as the Pittsburgh Catholic College of the Holy Ghost, with an enrollment of forty students and a faculty of six. The courses of study included classical, preparatory, and commercial programs. Four years later, the University was granted a charter from the Commonwealth of Pennsylvania, and at the same time it began developing a permanent location for the campus on a bluff overlooking the Monongahela River. The first bachelor's degrees were awarded in 1889.

During the quarter-century following the founding of the Pittsburgh Catholic College, the socioeconomic status of Catholics improved steadily, with some attaining high paying jobs working in the mills, or as accountants, doctors, lawyers, and salesmen. Most of the College's enrollment, however, continued to be concentrated in the pre-college divisions. To assure the College a larger role in preparing Catholics for professional occupations, President Martin Hehir reorganized the school to create a separate, four-year college division around 1902. In 1910, the College made application for University status. In 1911, when "Pittsburgh Catholic College of the Holy Ghost" formally became "Duquesne University of the Holy Ghost (now Duquesne University of the Holy Spirit)," it also became the first Catholic university in Pennsylvania. Duquesne's move to expand professional education began shortly thereafter with the establishment of the Schools of Law and Business.¹

Today, Duquesne comprises the ten schools listed below in the order of their founding:

1878	College of Liberal Arts
1911	Law
1913	Business Administration
1925	Pharmacy
1926	Music
1929	Education
1937	Nursing
1990	Health Sciences
1994	Natural and Environmental Sciences
2001	Leadership and Professional Advancement

Duquesne currently enrolls over 10,000 students and employs close to 2,800 faculty, staff, and technical and administrative personnel. Duquesne offers programs at the baccalaureate, first professional, master's, certificate/diploma, and doctoral levels (see a complete listing of academic programs in the *Duquesne University Factbook 2007*, appendix FB).

Excellent facilities support student learning and development, as well as faculty teaching and research. The *Master Planning Recommendations* document (appendix I-1) provides the University with a comprehensive development strategy for ten years and a twenty-five-year guide for future development. An important aspect of the master plan is to expand Duquesne's presence into the immediate Uptown neighborhood, providing the University the opportunity to partner with

¹ Joseph Rishel, *The Spirit That Gives Life* (Pittsburgh: Duquesne University Press, 1997), 2–11.

community leaders in the urban renewal efforts for the area (see the 2004–05 *Economic Impact Report*, appendix EIR).

Duquesne received initial accreditation by the Middle States Commission on Higher Education in 1935. Accreditation was most recently reaffirmed by self-study in 1998. The most recent periodic review report was filed in 2003. Both resulted in favorable reviews from evaluators. While the current self-study covers the period from the 1997 self-study to date, its primary focus is the past five years.

SELF-STUDY GOALS

The fundamental purpose of this self-study is twofold: to set in motion a process of reflective engagement that will enhance and strengthen institutional growth, planning, and change to better the education of our students; and to meet the accreditation requirements set forward by the Middle States Commission on Higher Education. The self-study report focuses on the following three broad areas:

UNIVERSITY MISSION

As a Catholic Spiritan University, Duquesne is mission-centered and mission-driven. The self-study reviews the extent to which the mission informs and enlivens every aspect of institutional life, from resource allocation, to the education of students, to the practice of academic and intellectual inquiry, with the aim of assuring that the mission is an energizing rather than restrictive foundational principle of University life.

EDUCATIONAL PROCESS

As a mission-driven University, Duquesne views education as more than the dissemination of knowledge and information. Guided by the principle of education for the mind, heart, and spirit, the educational process at Duquesne addresses the needs of the total person, with the goal of forming not simply knowledgeable or skilled graduates, but graduates who recognize and practice the ethical responsibilities of the educated person living in a world of rapid change. The self-study reviews the ways in which these principles are practiced and proposes steps that might be taken to further enhance them.

ASSESSMENT OF STUDENT LEARNING AND INSTITUTIONAL LIFE

For Duquesne to be successful in fulfilling its mission, it must have mechanisms of review and evaluation in place to assess the effectiveness of the work being carried out. The self-study examines current assessment processes for measuring student learning outcomes and institutional practice to determine how well goals are being met and what additional action may be needed.

SELF-STUDY PLANNING PROCESS

Duquesne's self-study process began in June 2005, with the formation of a steering committee composed of the provost and faculty and other administrators representing all schools, the Divisions of Academic Affairs, Student Life, Management and Business, and University Advancement; the Gumberg Library; and the Offices of Mission and Identity (OMI), and Computing and Technology Services (CTS). The steering committee developed a plan for self-study which is detailed in *Education for the Mind, Heart and Spirit: Duquesne University Self-Study Design* (appendix SSD). In February 2006 the committee presented the self-study design to Duquesne's Middle States liaison who formally approved the design in April 2006.

Having chosen the comprehensive model of self-study, the steering committee grouped the standards from *Characteristics of Excellence* into four categories: mission and integrity as foundations for self-study; institutional context; teaching and learning; and assessment. These groupings provided the framework within which appointed committees developed research questions and investigated their charges from a standard-specific perspective, while still addressing the interrelatedness of the standards and their unique application to Duquesne.

Members of these research committees were recruited on the basis of their expertise and with the goal of broad representation of the Duquesne community. Committee members included faculty, staff, administrators, students, Board members, and alumni (see Appendix 4: List of Committee Members in this document, p. 142). Research committees collaborated to ensure that topics such as assessment, which need to be addressed from multiple perspectives, would be covered completely with minimal duplication. The fact that members of the steering committee served on, chaired, and co-chaired the research committees, promoted further collaboration among the committees.

The Blackboard course management system was an essential tool in the self-study process. The committees used a Blackboard organization site to collect, organize, and store large quantities of documents; to secure documents for committee members' exclusive access while allowing for the convenience of remote access; and to serve as a forum for communication and discussion. Central calendaring and announcements facilitated communication for meetings, timelines, and deadlines for this multi-year project. All documents were posted in Blackboard, which also provided the visiting team with remote access to the *Inventory of Documents* prior to their visit.

The research committees used various strategies to assure the widest possible opportunity for community input into the self-study process. Committees circulated drafts of their working group reports to key stakeholders as part of the vetting process. The steering committee was asked to read the working group reports, and the co-chairs provided written feedback to each research committee. The revised working group reports from each research committee formed the basis of the self-study text.

Throughout the self-study planning process a public web site (<http://www.middlestates.duq.edu>) was available to the community. The site was used to invite comments and to post announcements, information on the progress of the self-study, and drafts of the self-study documents. The steering committee co-chairs made periodic progress reports to key campus groups including the Academic Council, the University Graduate Council, the Student Government Association (SGA), the Business Managers' Council, the Faculty Senate, Academic Professionals Council, and others.

The co-chairs developed a communication plan for publicizing the self-study draft and obtaining community input (see the *Communication Plan: Middle States Self-study Document*, appendix I-2). The provost notified the campus community that the draft was available for review and invited comment. Approximately 200 printed copies were distributed, in some cases with relevant sections marked and accompanied with specific questions or requests for comment. Two online versions were made available: one on the public web site, and a password protected version that was fully linked to the supporting documents.

The Steering Committee held three open meetings attended by a total of twenty-three faculty and staff members. While no students attended the open meetings, the draft was presented at the Student Government Association meeting for comment. SGA members and Faculty Senate

members were briefed throughout the self-study process by the president of each organization, both of whom were members of the steering committee. Comments were solicited from members of the Academic Council and the Academic Professionals and Business Managers' Councils.

Eighty-seven unique visitors viewed 305 pages in 117 visits to the public web site during the comment period. Four comments were received through the web site. Twenty-six comments were received at the open meetings, and nine were received by e-mail. Comments consisted of suggestions for additional topics to cover, editing suggestions, compliments, and criticism of the draft. Nearly all comments were positive. The most significant concerns were expressed by faculty members on the issues of budget, governance, and grievance. Each comment was considered in the final review process for the self-study draft.

Duquesne's self-study process has been a key undertaking in the life of the University. Colleagues from every sector have come together to participate in preparing the self-study and, in the process, renew their commitment to the common educational enterprise that is Duquesne. Participation gives each of us a fuller sense of the University's past, its present strengths and challenges, and our role in its future. The self-study report coincides with the beginning of the University's next strategic planning cycle, thus assuring the opportunity to introduce its recommendations into the formal planning and budgeting process.

SECTION I: FOUNDATIONS FOR SELF-STUDY

Duquesne University's mission, with its corollary dedication to integrity at every level of institutional life, is the necessary foundation for this self-study, because it articulates the uniqueness of the Spiritan charism that defines the University. The central interest of that charism was stated in 1849 by Father Francis Libermann, co-founder of the Congregation of the Holy Spirit: the Spiritans must make themselves "the advocates, the supporters, and the defenders of the weak and the little ones against all who oppress them."²

The University seeks to assure that the sense of dedication to human betterment described by Father Libermann is embodied in the work of all who are a part of the Duquesne community, including students, alumni, faculty, administrators, and staff. Such a mission is especially transformative within the educational experience, because it explicitly calls upon the local work that takes place at Duquesne to extend outward into the world at large. This then is the largest meaning of the Duquesne experience: education for the mind, heart, and spirit.

As the world's only Spiritan university, Duquesne is unique. This Spiritan heritage is exemplified by Duquesne's Mission Statement:

Duquesne University of the Holy Spirit is a Catholic University, founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious. Duquesne serves God by serving students—through commitment to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the Church, the community, the nation, and the world.

The five goals or "pillars" of the mission—academic excellence, moral and spiritual values, ecumenism, service, and world concerns—present a moral and spiritual framework emphasizing academic freedom and integrity and ethical personal and professional behavior for all members of the Duquesne University community. The commitments inherent in these pillars, and elaborated in the strategic plan, guide all of the work of Duquesne, including hiring and evaluating faculty, recruiting students, developing new programs, instilling a spirit of service, implementing policies and practices, and projecting a unique identity internally and externally. Implicit in the mission and the strategic plan is commitment to institutional integrity, which is understood as fidelity of the University to its own stated policies and pursuance of its goals.

² *The Spirit in our Mission and Goals*, <http://www.mission.duq.edu/missionandgoals.html>

CHAPTER 1: MISSION, GOALS, AND INTEGRITY

STANDARD 1

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

STANDARD 6

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

INTRODUCTION

The Spiritan vision of education within the context of the Congregation's overall mission of ministering to the poor guided the examination of Duquesne's mission, goals, and integrity. The research committee examined sixteen questions focused on:

- The extent to which Duquesne has implemented suggestions put forward in the most recent periodic review report regarding mission and integrity
- The evidence that Duquesne's mission is communicated, understood, and effectively practiced throughout the day-to-day operations of the University
- The impact of the Spiritan presence on the campus community
- The ways in which Duquesne's academic and campus culture fosters respect and integrity among students, faculty, staff, and administration from a range of backgrounds, ideas, and perspectives
- The extent to which integrity of purpose shapes University life through program and policy development, recruitment, hiring and retention, and grievance practices
- The ways in which Duquesne assures sound ethical practices and respect for individuals (students, faculty, staff) in its teaching, scholarship/research, service, and administrative practices
- The relation between Duquesne's mission and identity as a Catholic Spiritan university and the principles of academic freedom

A full list of research questions can be found in the self-study design document (appendix SSD, pp. 13–14).

This chapter discusses Duquesne's institutional commitment to mission as it is being accomplished through the goals of the strategic plan, mission as the foundation for a Duquesne education, integrity as demonstrated through institutional processes, and the ways that mission and goals are publicly communicated. Although, for purposes of discussion, mission, goals, and integrity may be treated separately, it is the integration of these three elements that most completely represents Duquesne's identity. Because discussion of mission, goals, and integrity pervade University publications, the committee consulted numerous sources with particular attention paid to the *Faculty Handbook* (appendix FHB); *The Code of Student Rights, Responsibilities and Conduct* (appendix C1-1); *The Administrative Policies* (known as TAPS, appendix TAPS); and the *Employee Policy and Information Guide*

2005–2006 (appendix C1-2). Subsequent to its document review, the committee invited written comments and conducted a focus group to discuss their draft working group report. Invited participants included deans and other administrators, faculty, staff, and students.

INSTITUTIONAL COMMITMENT TO MISSION

The foundational vision of the strategic plan states that Duquesne University will enter the first ranks of American Catholic higher education by emphasizing our Spiritan identity and mission, enhancing the quality of our students' experience, and developing our national reputation for academic excellence (*Duquesne University Strategic Plan 2003–2008*, appendix SP, p. 1). The plan's objectives lay out Duquesne's institutional priorities and the activities by which we intend to accomplish these goals.

In its 1997 report (appendix C1-3), Middle States acknowledged that Duquesne was exceptionally strong in its commitment to its mission, and in displaying knowledge of the nature and goals of that mission across all levels of the University. At the same time, the report made two important recommendations for Duquesne in regard to the mission: 1) that the mission and goals of the University be integrated more thoroughly into the hiring of staff, faculty members, and administrators; 2) that the mission and goals more clearly inform the procedures by which staff, faculty members, and administrators earn advancement.

Duquesne's response to these recommendations has been transformative, with the mission becoming more deeply embedded into our shared reality. The centrality of the mission is evidenced in the strategic plan's first goal, which states that we "will emphasize our Spiritan identity and mission" (appendix SP, p. 2). Objectives 1.1–1.10 of the strategic plan direct us to engage in mission-attentive hiring and performance evaluations, mission programming, and supervisor management training; to revise the *Duquesne University Core Curriculum* (appendix CCR); to incorporate ethics into all degree programs; to establish a center for Catholic social thought, expand Spiritan Campus Ministry and off-campus retreat programs; to increase financial aid; and to enhance campus diversity.

COMMUNICATING THE MISSION

Duquesne's students, faculty, staff, and administrators have many opportunities in which to learn about and engage the mission. The Student Life Division, Spiritan Campus Ministry, and the OMI, are headed by Spiritans and provide many outreach opportunities.

The Center for Spiritan Studies, inaugurated in September 2005, is a collaboration between the Congregation and Duquesne that promotes research into Spiritan history, tradition, and spirituality. The purpose of the center is to foster creative fidelity to the Spiritan charism in the contemporary world through a partnership between professed Spiritans, Spiritan Lay Associates, and their collaborators. The center organizes workshops, seminars, and courses to ensure the continuity of the Spiritan ethos in educational institutions founded by Spiritans and operated today by Spiritans and lay people in partnership (see Center for Spiritan Studies web site, <http://www.spiritans.duq.edu>).

The Center for the Study of Catholic Social Thought serves as a locus of University scholarship and faculty development on mission-related issues. It provides academic opportunities for scholars who work on issues of race, poverty, and inter-religious dialogue ("Director Named for Spiritan Center for Study of Catholic Social Thought," *Duquesne University Times*, May 2007, p. 4, <http://www2.duq.edu/Times/ArticleBody2.cfm?Id=2304>).

Duquesne's print publications and public web sites are two means by which the mission and the activities that flow from it are widely communicated. Publications such as the *Duquesne University Factbook 2007* (appendix FB) and *Community Impact Report 2006–2007* (appendix CIR) document University activities and initiatives that involve the community. The University maintains public web sites that provide detailed descriptions of its Spiritan heritage and mission. The president discusses the relationship between the University's policies and strategic goals and its mission in an annual State of the University Address to the entire campus. Texts of these presentations are posted on the web site (see <http://www.newsroom.duq.edu/address.html>).

RECRUITING, HIRING, AND PERFORMANCE EVALUATION

An understanding of the mission and a willingness to contribute to it are emphasized as part of the hiring process. Booklets and pamphlets are used to introduce prospective hires to the mission and identity of Duquesne (see *A Catholic University in the Spiritan Tradition* recruitment brochure, appendix C1-4). Summary statements regarding the University's mission and Spiritan heritage are placed in all print and electronic advertisements for new faculty and staff positions. These specifically state that the successful candidate must be willing to respect the mission and religious tradition of the University.

In addition, separate handbooks describe in detail the rights and responsibilities of students and faculty within the context of the University mission. These handbooks are distributed to all students and faculty upon beginning their studies or employment at the University.

All ten schools and the Gumberg Library have developed their own mission statements in concert with the *Duquesne University Mission and Goals Statement* (appendix MS); these statements are also provided to job candidates within each unit. The provost meets with all short-listed candidates for faculty positions to discuss how the candidate might contribute to advancing the mission.

As described in Chapters 3 and 7, annual performance reviews provide an opportunity for all employees to discuss the mission. Questions on both the *Employee Self Appraisal Form* (appendix C1-5) and *Administrative Performance Appraisal Form* (appendix C1-6) address the employee's contribution to the furtherance of the mission.

MISSION ORIENTATION AND PROGRAMMING FOR ALL CONSTITUENCIES

A publication and a mission statement card describing the University's mission and its Spiritan heritage are distributed to each new employee and each new student. Programs on the mission are conducted regularly for all constituencies and in particular for supervisors and new hires:

- Department heads with fewer than two years of employment at Duquesne are expected to attend a multifaceted training program, "Foundations for Successful Management," which includes a session devoted to Duquesne's mission and history.
- Human Resources offers "The Mission of the University: Organizational Expectations and the Performance Appraisal Process," a training program for supervisors.
- All new full-time and adjunct faculty and teaching assistants attend mission and identity presentations as part of overall orientations sponsored by the Center for Teaching Excellence (CTE). In addition, the McAnulty College and Graduate School of Liberal Arts and the School of Nursing include the OMI in their yearlong orientation programs for new faculty.

- The OMI and the Student Life Division co-sponsor workshops for resident assistants, resident directors, student government members, and all presidents of student organizations. OMI has also developed leadership programs for students to encourage a greater understanding of the University mission.
- The Student Life Division's Spirit Leadership Program is aimed at current and prospective student leaders. The program requires participants to complete a series of learning modules, including "Mission and History of Duquesne University," in order to receive certification.
- The University's Board of Directors is governed by a handbook which describes the role of the mission with respect to directors' responsibilities (*Board of Directors Handbook*, appendix C1-7, pp. 5–20).

EXPANDED CAMPUS MINISTRY AND OFF-CAMPUS RETREAT PROGRAMS

The primary goal of Spiritan Campus Ministry is to foster an active and vital spiritual life among students as they define and internalize the values and beliefs that will shape their lives. Strategic plan objectives 1.7 and 1.8 underscore the importance of Duquesne's Spiritan Campus Ministry by calling for additional staffing and expanded outreach. In response, two additional campus ministers have been hired and student retreat opportunities have been augmented. Spiritan Campus Ministry offers students retreat opportunities throughout the school year at the nearby Spiritan Retreat Center in Bethel Park, Pennsylvania, and other locations.

Spiritan Campus Ministry helps students engage the mission and Spiritan tradition by sponsoring opportunities to serve the poor and the marginalized. Students volunteer and serve at local urban schools, food banks, homeless shelters, and other social service centers; they meet and reflect with people affected by poverty as well as those working for change. Cross-cultural opportunities for students include the annual Appalachian Challenge and Urban Challenge (see Spiritan Campus Ministry web site, <http://www.campusministry.duq.edu/index.html>).

Spiritan Campus Ministry is also at the service of faculty and staff, whatever their faith; it seeks to foster an atmosphere of respect and to celebrate the diverse cultures and faith traditions that are represented in the Duquesne community. Campus Ministers reach out to faculty and staff through book study groups, Bible study, and online retreats. All faculty, staff, and administrators are invited to the Liebermann Luncheon series which offers opportunities for fellowship and spiritual reflection.

INSTITUTIONAL COMMITMENT TO DIVERSITY

Duquesne's commitment to enhancing diversity is demonstrated in many activities, initiatives, and programs to develop the racial, gender, geographic, religious, and economic diversity of the campus community. The president's Advisory Council on Diversity provides leadership on diversity issues through recommendations to the president. It serves as an advocate for the diverse groups on campus and promotes change in campus climate, curriculum, policies, and procedures to bring them into alignment with the University's mission and vision (*The President's Advisory Council on Diversity*, appendix C1-8). In spring 2007, a group of faculty presented a proposal for a campus climate study, as well as a proposal for a series of diversity workshops for faculty. Both of these proposals were approved by the cabinet and are currently in development (see *Proposal for Duquesne University Campus Climate Study*, appendix C1-9 and *Proposal for Faculty Development Programs on Multicultural Education*, appendix C1-10).

Duquesne offers a variety of services to support its efforts to maintain an ecumenical atmosphere open to diversity, equality, and mutual respect. Examples include:

- The Office of Multicultural Affairs (OMA) was created in 2002 to promote and support multiculturalism on campus as well as to address the unique needs of students who have been traditionally denied access to higher education (see the *Office of Multicultural Affairs* mission and assessment statement, appendix C1-11). The OMA serves students in a variety of ways. Its goals are to: 1) create an inclusive campus community that enhances the educational experience for all students; 2) increase the curricular and co-curricular success of multicultural students; 3) develop the leadership skills necessary to function effectively in a pluralistic society; 4) increase the amount of financial resources available for multicultural initiatives and student scholarships; 5) engage in research assessment practices that provide data pertaining to multicultural students, their experiences, and the campus climate; and 6) educate the campus community about diversity and social justice issues.
- The Gussin Spiritan Division of Academic Programs specializes in assisting students of varying economic and racial backgrounds to develop “their full potential as students and as responsible citizens of the world” (see the mission statement of the *Gussin Spiritan Division of Academic Programs*, appendix C1-12, p. 15). The Spiritan Division serves underachieving students and at-risk students from under-funded school systems as they begin their university studies. The success of this program is indicated clearly by an average first to second year retention rate of 84.3% from 1997 through 2006. Minority student participation in the program is at 26.1% (*Annual Report for Academic Year 2006–2007*, appendix C1-13, pp. 36, 8).
- The OFDSS supports Duquesne’s efforts to extend educational opportunity to students with special needs (appendix FHB, p. 4). The staff recommends modification of programs and other appropriate assistance to students with physical, emotional, and learning disabilities who request reasonable accommodations.
- The Student Life Division, through its various departments and activities, plays a vital role in ensuring that the unique talents, abilities, and background of each person are respected and honored. The division organizes University-wide campaigns on pride, respect, and civility and sponsors an annual orientation program to facilitate the arrival of new students and ensure a sense of welcome and inclusion from the outset.
- The Office of International Programs (OIP) aids international students and scholars by offering a variety of nonacademic and counseling services to assist them as they adjust to their new environment.
- Each October, the OMI hosts an annual luncheon and presentation celebrating National Disability Month with guest speakers who present on the topic of disability in the workplace.
- The OMI, the President’s Advisory Council on Diversity, and the OMA hosted a “Diversity Fair” in October of 2007 in conjunction with Unity Week, a student-led celebration of diversity on campus.

DIVERSITY IN RECRUITMENT AND HIRING

Strategic plan objective 1.10 states that “The University will increase its diversity. Numbers from underrepresented groups will increase. More women and minorities will have leadership roles,” (appendix SP, p. 2). The inclusion of this objective in the strategic plan highlights Duquesne’s continued commitment to increasing campus diversity. Strengthened minority recruiting efforts have resulted in an increase in minority representation in the campus workforce from 6% in 2003 to 8%

in 2006 (see *Duquesne University Full-Time Employee Report Charts*, appendix C1-14, p. 5). This progress is encouraging, but efforts to diversify the workforce must and will continue.

Human Resources' hiring guidelines require that all those engaged in the employment process reach out to populations underrepresented in the community in order to treat all with fairness and equity, specifically women and people of color (see Human Resources web site, <http://www.hr.duq.edu/employment/guidelines2.html>). Search plans must describe the special efforts made to attract candidates that reflect inclusiveness and cultural diversity. The *Procedures & Guidelines for Conducting Faculty & Administrative Staff Searches* (appendix C1-15) state the expectation that:

- The percentage of women and people of color at Duquesne will be similar to the percentage of women and people of color qualified for such positions locally and/or nationally.
- There is no opportunity for advancing inclusiveness and cultural diversity at Duquesne if applicants for faculty and/or professional appointments do not themselves reflect diversity.
- A candidate's contribution to Duquesne's diversity is and should be an appropriate criterion in the evaluation of applicants.

The *Minority Faculty Hiring Program* (appendix C1-16) established in 2006 is designed to increase faculty diversity and to provide minority role models for students. The University authorizes selected schools on an annual basis to initiate special minority faculty searches. These searches are special in the sense that they are not triggered by existing vacancies or newly approved faculty lines and are restricted to qualified minority candidates. When qualified minorities are identified and hiring is approved through the normal channels, the University provides initial funding for the new position for three years. At the end of the three-year period, the school adding the faculty member assumes responsibility for the funding through faculty attrition or other reallocations of the school's salary dollars. Duquesne has invested over a quarter of a million dollars and has hired four new faculty members to date under this initiative.

STUDENT DIVERSITY

In addition to enhanced recruiting efforts, students are given many opportunities to experience diversity across the life of the campus. In academics, student life, educational support services, and public pronouncements of respect for various faith traditions and nationalities, students learn that a community is multifaceted and held together by principles of human dignity and compassion. A variety of services and programming emphasize the University's commitment to diversity and mutual respect for each person. Examples include Black History Month, International Student Organization Week, Unity Week, and the Disability Awareness Month Luncheon/Talk.

One major challenge facing Duquesne as its national profile grows is to maintain academic excellence while remaining true to the Spiritan value of providing education to the disadvantaged. To ensure that a Duquesne education remains accessible to qualified students from all economic sectors, the University offers competitive financial aid packages. In accordance with strategic plan objective 1.9, financial aid has been increased over the past five years. Currently, approximately 88 % of University students receive financial assistance (*Do More For Your Future*, C1-17, p. 16), totaling more than \$109M in aid and grants (appendix FB, p. 76).

MISSION AS FOUNDATION FOR EDUCATION

Duquesne has articulated the foundational relationship between its mission and the educational process in the *Dimensions of a Duquesne Education* (appendix C1-18). Adopted in 2006, the dimensions

are designed to guide programs and schools in developing and assessing their educational goals within the context of the mission. They reflect the integration of the five pillars of Duquesne's mission and the comprehensive and diverse nature of educational experiences available to students:

- Understanding and Knowledge
- Intellectual Inquiry and Communication
- Ethical, Moral, and Spiritual Development
- Diversity and Global Mindedness
- Leadership and Service

The *Dimensions* are not mutually exclusive. Rather, *Dimension 1*, understanding and knowledge, provides a foundation for the subsequent *Dimensions*. *Dimension 3*, ethical, moral, and spiritual development, guides students' leadership and service as well as their diversity and global mindedness.

UNIVERSITY CORE CURRICULUM

In accordance with strategic plan objective 1.4, Duquesne has revised the Core Curriculum to better reflect the University mission, especially regarding matters of social justice, diversity, and world concerns. Education that informs the mind, engages the heart, and invigorates the spirit is the guiding vision of the revised Core. This vision takes its inspiration from the University's commitment to academic excellence and concern for moral and spiritual values, especially the Spiritan values of global justice and the kinship of all peoples. Duquesne's Core Curriculum prepares students to search for truth, with attention to how faith and reason together contribute to that search, and to exercise wise, creative, and responsible leadership in the service of others and in the fashioning of a more just world.

ETHICS IN THE CURRICULUM

The study of ethics is not only a requirement of the Core but has also been incorporated into all programs (appendix SP, objective 1.5, p. 2). A concentration in business ethics, the second such concentration offered in the country, is offered by the John F. Donahue Graduate School of Business. The Communication Ethics Center supports research, teaching, presentations, and publications in communication ethics, and presents two annual communication ethics awards. The Health Care Ethics Center also offers graduate programs of study. In 2005, two endowed faculty chairs were established: the Vernon F. Gallagher Chair for the Integration of Science, Philosophy, and Law and the Anna Rangos Rizakus Chair of Health Sciences and Ethics. The Eugene P. Beard Award for Leadership in Ethics is presented annually to one faculty member and student.

INTEGRITY IN INSTITUTIONAL PROCESSES

ACADEMIC FREEDOM

In its Mission Statement, Duquesne defines itself as "a community dedicated to the discovery, enhancement, and communication of knowledge and to the free and diligent pursuit of truth, in order to provide society with men and women able and willing to act as wise, creative, and responsible leaders" (appendix MS, p. 1). In practical terms this means that Duquesne is open to the exploration and discussion of new and controversial ideas, and that the University places a premium on intellectual autonomy and integrity and the pursuit of truth through scholarly research.

The *Faculty Handbook* is explicit in its statement that “freedom in research is fundamental to the advancement of truth,” and that “academic freedom is essential to teaching” (appendix FHB, p. 12); that is, faculty are free to pursue all ideas in their research, to publish the results thereof, and to put forward all ideas relevant to their subject area for critical examination in the classroom setting.

In keeping with University standards across the country, Duquesne recognizes the principles of academic freedom and due process as set forth by the Association of American University Professors (AAUP). The policies and procedures for promotion and tenure for faculty are explained clearly in the *Faculty Handbook*, including a detailed accounting of the expectations and requirements of faculty members, a full explanation of the means by which promotion and tenure decisions are made within the University, and guidelines for filing a grievance complaint after decisions have been handed down (appendix FHB, pp. 19–21, 25–48, 53–56).

Duquesne has been proactive in guiding faculty members through the promotion and tenure process, going beyond the distribution of the *Faculty Handbook*. For example, every year several roundtable faculty luncheons are presented in which the provost and a member of the University Promotion and Tenure Committee describe the process of promotion and tenure and answer questions. In addition, CTE hosts a workshop each spring at which the provost and a member of the University Promotion and Tenure committee direct the conversation and answer questions.

The University Grievance Committee for Faculty, elected by faculty members, is responsible for receiving and investigating grievances. A detailed explanation of the process and procedures can be found in the *Faculty Handbook*. Discussion of faculty grievance processes is found in Chapter 5.

ACADEMIC INTEGRITY

One of Duquesne’s basic goals is the support of a community dedicated to the discovery and communication of knowledge and to the free and diligent pursuit of truth (appendix FHB, p. 6). The investment in ethical principles in academe is seen in course syllabi and in the curriculum. According to University guidelines, syllabi must include a statement on academic integrity and the consequences of plagiarism or other cheating.

Policies are in place to guide faculty, administration, staff, governing bodies, and students in making decisions consistent with the highest principles of academic integrity. A number of University-wide documents address this issue: *The Code of Student Rights, Responsibilities and Conduct*, *Academic Integrity at Duquesne University* (appendix AID), and *TAP No. 42: Research Integrity* (appendix TAP-42). These documents are at once complementary and overlapping.

- All schools have developed guidelines and procedures for handling academic integrity issues, consistent with *Academic Integrity at Duquesne University*, due process, and state and federal law. Student and faculty violations of academic integrity are specified in the policy documents, as are the sanctions that result from such infringements. Sanctions are commensurate with the seriousness of the offense.
- Procedures for handling violations include the right of appeal to the University Academic Integrity Appeals Committee. Students are accorded the right to file a grievance in the case of perceived academic injury by a member of the faculty and they are assured of an impartial hearing by the Academic Due Process Committee. *TAP No. 42: Research Integrity* clearly defines research misconduct and describes the procedures for handling such allegations under a broad-based, impartial University Committee on Research Misconduct.

- *TAP No. 40: Intellectual Property Policy* (appendix TAP-40) addresses the issue of the ownership of intellectual property created by members of the Duquesne community. The *University Copyright Policy* provides guidance on the appropriate use of copyrighted materials.
- The Institutional Research Board (IRB) oversees proposals for research projects that involve cadavers and human subjects to ensure that ethical standards are strictly followed. As required by the Health Insurance Portability and Accountability Act (HIPAA) Privacy and Security Rules, training is provided to those who will have contact with patient health information. All research proposals are reviewed for the use of patient health information and requisite HIPAA forms are verified. Proposals are then “HIPAA cleared” and can proceed with the full IRB review.

STUDENT RIGHTS AND RESPONSIBILITIES

Each school, as well as the University, has specific admissions requirements that are available in a variety of print materials and on the University web site. Student standing policies and graduation requirements are available in the undergraduate and graduate catalog, online, and in the *Code of Student Rights, Responsibilities and Conduct*.

Students are assured of the right to freedom of expression, freedom to pursue educational goals, fair evaluation of academic performance, impartial judicial procedures, and privacy and confidentiality in regard to their beliefs and political affiliations, as well as their records. Organizations may be established within the University for any legitimate purpose that does not contravene its goals and mission and “no speaker sponsored by a registered organization may be denied appearance on campus for arbitrary or capricious reasons” (appendix C1-1, pp. 8, 10). A recent example of how the University’s stated core principles continue to determine policy in this regard is its decision to allow the formation of Lambda, Duquesne’s Gay-Straight Alliance.

The *Code of Student Rights, Responsibilities and Conduct* clearly details the standards and policies essential to safeguard student rights and maintain student conduct. An appeal process to assure fairness and consistency is built in to the hearing procedures. Further discussion of student rights and responsibilities can be found in Chapter 4.

MISSION IN THE PUBLIC FORUM: COMMUNICATION AND INTEGRITY

CONSISTENCY IN COMMUNICATIONS

The Office of Public Affairs is charged with promoting the University’s unique mission and image to the public and ensuring integrity and accuracy in reporting and publishing news and information about the University. Public Affairs ensures that all official communications, including news releases, publications, advertising, web sites, and other external marketing materials relative to the brand management, recruitment, fundraising, and community relations efforts appropriately support and enhance Duquesne University’s mission and identity it as a Catholic University in the Spiritan tradition.

Central coordination of external marketing and advertising efforts assures that the University projects a consistent identity, image, and message across its programs and units. This responsibility is outlined in *TAP No. 35*, section B (appendix TAP-35) and is supported by the operational procedures of Public Affairs. University advertising is developed and placed through Public Affairs and its agency of record, assuring the quality and reliability of copy and graphics that represent the University image.

Public Affairs works in close partnership with student organizations, faculty, deans, department chairs, senior administrators, and the president to convey news and information about Duquesne's core values. Information about faculty and student scholarship, community and global outreach, and service-learning initiatives are communicated throughout major University publications, such as the *Duquesne University Times*; the *Duquesne University Magazine*, the view book, the *Economic Impact Report*, and the *Duquesne University Community Impact Report*.

Public Affairs also maintains the University web page, *DU Daily*, and *Newsroom*, three major sources of online information for the campus community as well as the public. To promote and preserve Duquesne's "brand identity" further, Public Affairs has established consistent graphic standards for the official University logo and oversees its use on all key external communications. As the designated University spokesperson, the director of Public Affairs ensures that information provided to the news media by the University is current, complete and accurate, and that all applicable laws, regulations, and policies involving the release of information to the public are followed.

Student publications, including *The Duke*, *L'Esprit du Duc* yearbook, and *Lexicon*, the student literary magazine, are issued in accordance with guidelines established by the University Publications Board. These guidelines follow generally accepted journalistic standards within the University setting. WDSR Radio is also under the authority of the University Publications Board, which is chaired by a full-time faculty member.

RECORDS RETENTION

Duquesne recognizes that a sound and complete policy of record keeping is essential to institutional integrity. Students' personal information and academic records are regarded as a matter of confidence between the student and the Office of the Registrar. The contents of all these records may be revealed only in accordance with the Family Educational Rights and Privacy Act (FERPA; appendix C1-1, p. 6).

The University also follows a clear set of archiving policies and practices established under *TAP No. 39: Records Retention Policy* (appendix TAP-39). The University Archives exists to collect, appraise, organize, describe, make available, and preserve records of historical value to the University. From these records, the Archives seeks to promote knowledge and understanding of the origins, aims, and programs of the University and their development through the years. Among the Archives' many holdings are departmental records, University and student publications, photographs, yearbooks, course catalogs, and memorabilia.

ETHICS IN THE WORKPLACE

TAP No. 7: Ethics Reporting Policy & Procedures (appendix TAP-7) states that "Duquesne University has a responsibility for the stewardship of its resources and the public and private support that enables it to pursue its mission." *TAP No. 26: Computing Ethics and Guidelines* (appendix TAP-26) deals with access and usage in "the information technology infrastructure that supports the basic mission of Duquesne University." There is a "whistleblower" or ethics reporting hotline hosted by EthicsPoint, a nationally recognized company that offers web-based and phone hotline reporting of possible ethics violations. EthicsPoint is not associated with the University and the callers remain anonymous. The nine categories of concerns that employees may report range from financial issues such as theft and fraud, to research misconduct, employee misconduct, and discrimination issues. Anonymous reports are sent to the internal auditor and an administrator in the appropriate office for investigation. While the existence of the hotline has been publicized and has been listed as a

resource in the TAPS, the hotline has been used only nine times in approximately two years of operation. The low level of use may be related to the fact the campus community is not familiar with the hotline. Regular reminders and a more visible location on the University web site may increase use.

ENGAGEMENT WITH THE MISSION

Duquesne has put in place several procedures for assessing the extent to which the mission is actually lived by students within the campus environment. Student experiences are assessed by the Student Life Assessment Survey and outcome assessments such as the ACT College Outcomes Survey, College Students' Beliefs and Values (CSBV) Survey, the Cooperative Institutional Research Program (CIRP) Freshman Survey, the College Senior Survey (CSS), and the National Survey of Student Engagement (NSSE).

Beyond formal assessment of engagement with mission, the numbers of students, staff, and faculty who choose to engage in community service testifies to the lived reality of Duquesne's mission. Community outreach programs conducted through the schools, the Student Life Division, and Spiritan Campus Ministry are concrete examples of how the Duquesne community engages the local community to bring the University's mission to life.

CONCLUSION

Duquesne's mission not only identifies who we are but also defines our purpose. Duquesne serves God by serving students, by promoting our Spiritan legacy, by improving the quality of our students' experiences, and by developing our national reputation for academic excellence. These initiatives, set forth in the strategic plan, are pursued within a moral and spiritual framework that emphasizes academic freedom and integrity and ethical personal and professional behavior for all members of the Duquesne University community.

By serving students, we teach them the value of service by example and challenge them to go into the world willing and able to serve others, especially the less fortunate. Duquesne's Spiritan charism continues to call us to encourage our students to come to understand themselves as world citizens who are intimately linked to, and ultimately called to work for, a more peaceful and just world.

RECOMMENDATION

- Provide additional funding and develop additional strategies for recruiting, supporting, and retaining minority faculty, staff, students, and administrators. Use the campus climate study to inform these efforts.

SECTION II: INSTITUTIONAL CONTEXT

CHAPTER 2: INSTITUTIONAL PLANNING AND RESOURCES

STANDARD 2

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

STANDARD 3

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

INTRODUCTION

Duquesne understands the need for strategic planning and the importance of operational and long-range planning. The research committee charged with examining Duquesne's budgeting and planning processes and institutional resources reviewed the effectiveness of the existing planning processes. The committee documented the processes used to develop the University's strategic plans and resource allocation systems. This chapter will discuss the alignment of the University's planning and resource allocation systems and processes with its core values, mission, and strategic plan. Additionally, the chapter will address the financial, physical, and technical resources needed to meet Duquesne's goals.

To determine how Duquesne uses the results of institutional planning and assessment to maintain, support, and improve its programs and services, and to document the University's financial strength, the committee formulated research questions focused on seeking evidence of:

- Planning processes developed to allocate funds and improve the quality of both existing and new programs
- Alignment of the budget process to support the mission, strategic goals, and objectives institutionally and at the department level
- Communication of planning and improvement processes and constituencies' input
- Incorporation of unit outcome assessments into the planning process and changes made as a result of the strategic planning process
- Use of technology and institutional data to improve operations, communication, and decision making
- Assessment of fund-raising in supporting academic programs and services
- Strategic human, technology, and physical plant resource challenges facing Duquesne over the next five years

A full list of research questions can be found in the self-study design document (appendix SSD, pp. 13–14).

Duquesne has further strengthened its already sound financial position by lessening dependency on tuition revenue, by creating diversified investment and asset allocation policies, by diversifying debt, and by increasing both donor base growth and financial contributions from alumni. This chapter makes recommendations for further progress in planning, resource allocation, and assessment processes with a focus on implementing recommended best practices in higher education.

INSTITUTIONAL PLANNING AND RENEWAL

Duquesne has developed a systematic institutional planning process. The process has produced a strategic plan and a five-year financial plan that reflect institutional priorities. It has also produced a campus master plan, a facilities plan, library and technology strategic plans, and assessment plans for all major academic and support units.

STRATEGIC PLANNING

Planning creates an open dialogue about the University's future among all University constituents and thereby builds consensus for its implementation. A culture of planning helps each school and administrative division make plans that align with the University's overall plan. The process also links budgeting to strategic planning by implementing a multi-year financial plan and developing a formal capital budgeting process.

Duquesne began its most recent formal strategic planning process in fall 2001. The two aims of this process were to produce a document that articulates the University's fundamental goals for five years and to improve the planning process itself. The process began with the vice presidents and deans who constituted the University Planning Committee (UPC) conducting a strengths, weaknesses, opportunities, and threats (SWOT) analysis of the University. A strategic planning task force composed of faculty and academic support administrators drafted the initial strategic plan. The president and provost, based on discussions with the UPC, prepared a revised draft and presented it to the Executive Committee of the Board of Directors. Based on comments received from the University community, a revised plan was presented to the Board of Directors, who approved it by a unanimous vote in October 2002.

The strategic plan was reviewed and discussed in detail at a planning retreat in November 2002 that included the president, vice presidents, deans, and other key administrators. They agreed on specific operational goals, implementation of time frames, and estimated incremental budget allocations. Lead responsibility was assigned for each strategic objective, with designated individuals charged to work with others, as appropriate, in developing efforts across campus to achieve strategic goals (see the *Strategic Plan 2003–2008*, appendix SP, and *Cost Estimate and Implementation Document 2003–2008*, appendix C2-1).

FACILITIES PLANNING

As an urban campus, Duquesne's facilities are relatively concentrated. In comparison with eight similar institutions (Carnegie Mellon University, Catholic University of America, Illinois Institute of Technology, Loyola Marymount University, Southern Methodist University, St. Lawrence University, Johns Hopkins University, and University of Vermont), Duquesne is approximately 25% below the group's average of campus gross square feet (GSF) per full-time equivalent (FTE) student. Compared to the benchmark institutions, Duquesne is approximately 38% below their average in space for academic facilities, about 15% below the average for residence space, and approximately 44% below the average for residence life facilities.

Since 1990, Duquesne has more than doubled the square footage of facilities, growing from 1,628,000 square feet in 1990 to 3,512,000 square feet in 2007. Additions to facilities have covered the spectrum of building uses, including academic buildings, living learning centers, and parking structures. Renovations also include upgrades of teaching technology and computer access.

Significant facilities improvements have been made over the past sixteen years: many classrooms have received technological updates, academic buildings including the Mary Pappert School of Music and College Hall have been renovated, and the living learning centers have been improved. Green space has been added and general improvements in the roads and grounds have been made. University infrastructure has also been updated; for example, HVAC systems have been added to the music school, Mellon Hall, Gumberg Library, and the Duquesne Towers. Electric systems have been updated in numerous buildings to facilitate the addition of computer labs and other technological equipment.

CAMPUS MASTER PLAN

As outlined in section 2.7 and 2.8 of the strategic plan, the University has completed its first formal master plan (see the *Master Planning Recommendations*, appendix I-1). The master plan process was guided by the architects and parking and traffic consultants, and it included meetings with a University Core Committee and an Advisory Committee. The Core Committee consisted of the president and the University cabinet. The Advisory Committee was a twenty-person committee of campus constituents including deans, faculty, staff, and graduate and undergraduate students.

The master plan provides a comprehensive development plan for the next ten years and a guide for future development over the next twenty-five years. The initial planning meetings centered on Duquesne's strengths and weaknesses. As the committees considered the next ten years, the following planning themes evolved:

- The student population will grow from 9,600 to 10,500.
- The campus will become more residential.
- The academic facilities will require renovations, additions, and new construction that will provide for greater academic excellence.
- The overall campus image will be improved.
- Additional parking on campus is required and the existing parking environment needs to be improved.
- The Spiritan identity of the campus will be enhanced.
- The campus green space will be enhanced and improved.
- The pedestrian movement on campus, especially at the circle in front of the union, will be enhanced and made safer.
- The recreation, housing, student union, and library facilities will be improved to enhance the student life experience on campus.
- The University desires a stronger "presence" along Forbes Avenue, while maintaining campus safety and security.

The master plan was discussed with the campus community in open meetings. It was also shared with the Board of Directors, and reviewed with the Uptown Community Action Group and Mercy

Hospital, constituents that represent the commercial, institutional, and residential neighbors surrounding Duquesne. The master plan was formally filed with the City of Pittsburgh Planning Commission in February 2004.

In March 2005, Duquesne filed a master plan supplement outlining a ten-year development plan for a two-acre block, located immediately north of the campus, purchased in 2004 (see the *Forbes Avenue Projects Final Report* appendix C2-2). The development of this property will help to accommodate an increasing number of students and to enhance the Uptown neighborhood. The land will be used for mixed-use development of commercial, education, and housing facilities that will help fulfill needs outlined in the campus master plan and improve both the entrance to the campus and the Forbes Avenue corridor.

A major planning challenge is the fact that the campus is land locked. To the south and east of the campus is a major highway system. The east is bounded by a major hospital. This leaves the north area of the campus as the only area for potential expansion. The University has taken steps towards expansion by purchasing a two-acre parcel of property that became available in 2005. This area is listed in the campus master plan as available for multi-use facilities.

Implementation of existing building projects or renovations not included in the campus master plan is dependent on available funds. Major projects are considered through the University's capital budget process. Smaller facility improvements are considered through the annual operating budget process. Due to resource constraints, there has not been regular funding for many smaller projects. Often, instead, these projects have been funded in an ad hoc manner. A formal process to review, approve, and fund smaller projects on an annual basis is needed.

ASSESSMENT OF FACILITIES

Facilities Management staff conduct annual assessments of University facilities. This usually occurs as part of the budgeting cycle to ensure that critical needs are addressed in the upcoming budget year. Priority is given to the quality of instructional space and student gathering and study areas. Living learning centers are assessed during the summer months while most areas are vacant. The overall classroom quality is good. When deficiencies are found they are addressed as quickly as possible. Facilities Management meets annually with the Office of the Registrar and CTS to identify classrooms that need technology upgrades.

In addition to conducting its own assessment, Facilities Management has contracted with a third party, Sightlines LLC, to perform an annual facility assessment of the whole campus and the functionality of the Facilities Management Department. This assessment allows Duquesne's facilities to be benchmarked against a peer group of colleges and universities. Assessment results are used to identify improvements needed in campus facilities and for planning within Facilities Management.

FINANCIAL PLANNING

The University's financial plan supports the institutional priorities established during the strategic planning process. This plan includes specific additional allocations for strategic initiatives totaling \$1.24M in the annual operating budget. In addition, \$77.4M is included in the five-year capital budget for the enhancement of residence life. While the planning process is inclusive, and the financial plan itself is well documented, there is no formal means of communicating its details to the campus community annually. A means for broader dissemination of information about the plan would be beneficial.

THE BUDGET PROCESS

The resource allocation planning process begins in the summer when schools and departments submit annual reports. Each fall the president's cabinet, Academic Council, and vice presidents' divisions review priorities, assess progress, and plan for the future. The president sets priorities for the coming year and communicates these through the cabinet to each division (an overview of the anticipated 2009 budget process can be found in the *Overview of Fiscal 2009 Operating Budget Schedules*, appendix C2-3).

Deans, directors, and department heads are encouraged to work with the Office of Planning and Budget in developing their annual operating and capital budget requests (see the Office of Planning and Budget web site, <http://www.planning.duq.edu>). All budget requests are submitted to the respective vice president for review. Each vice president submits a prioritized operating and capital budget request to the president for further review and consideration. The refined budget requests are then submitted to the University Budget Committee. The committee makes recommendations to the president who presents the proposed budget for Board approval at the annual May meeting.

The University Budget Committee advises the president and assists in determining priorities for the allocation of funds to the various areas of the University. Its membership consists of the vice president for Management and Business, who chairs the committee; the provost/vice president for Academic Affairs; the vice president for University Relations; the vice president for Student Life; the university budget officer; one dean elected by the Academic Council; the university librarian; the president of the Faculty Senate; two members of the faculty; two undergraduates and one graduate or law student; and one person from the staff (appendix FHB, p. 7). Faculty and student members are elected by the Faculty Senate and SGA respectively; the staff member is appointed by the president.

The committee is charged annually by the president who outlines the preliminary budget assumption targets related to freshmen enrollment, freshmen discount rate, tuition and room and board rate increases, salary pool, faculty equity adjustments, and the budget contingency. The president also sets the priorities for the committee to consider when formulating the proposed operating and capital budgets. Progress on strategic initiatives is reviewed annually with the Budget Committee as part of the University's overall budget process. Specific allocations to support strategic initiatives are directly controlled by the president.

CAPITAL BUDGET PLANNING

In 2002, work began on the development of the University's first formal capital budget forecast, which outlines the University's planned investment in new or renovated facilities, deferred maintenance, information technology, energy management, auxiliary services, and life safety/ADA compliance projects.

Prior to 2002, capital allocations were decentralized and the decision making process was perceived as closed and highly confidential. A systematic process was developed for submitting capital budget requests covering a five-year planning horizon. Capital proposals are solicited annually and compiled by the Office of Planning and Budget. Requests are first reviewed and prioritized by each division's vice president, taking into account the strategic plan. The capital budget is finalized by the Budget Committee for submission to the president, the Audit and Finance Committee, and the Board of Directors. The initial capital plan was approved by the Board of Directors in May 2003 and is revised and updated annually.

Funding sources for capital projects include a planned transfer of net revenue from the operating budget to the capital budget, existing operating budget allocations, the transfer of year-end operating surpluses, capital campaign gifts, other restricted funding sources, and debt (*Capital Budget Forecast*, appendix C2-4; *Approved Fiscal Year 2006–07 Operating & Capital Budgets*, appendix C2-5). The centralization of all capital budgeting funding and the goal of increasing transparency in the capital project decision process remain challenges.

TECHNOLOGY PLANNING

Duquesne's ability to further its mission relies heavily on the careful identification and planning of strategic technology initiatives. In 2004 work began on the development of the University's initial three-year information technology plan under the direction of the executive director of CTS. The technology planning team also included the four CTS directors and the vice president of Management and Business. Information for the development of the plan came from various sources, including meetings with faculty, staff, and students; various project reports and implementation strategies already in progress; and professional resources outside of campus. The major intended outcome of this plan is to promote technology as a strength of the campus. Plan highlights include:

- Implementing campus-wide wireless technology
- Developing a funding strategy to replace faculty and staff computers
- Implementing a system that includes identification, access, and financial information on the next generation of the Duquesne identification card
- Using document imaging filing systems in all administrative offices
- Training and educating all staff on the value of University data
- Developing a plan to train faculty members on the use and access of campus technology

After vetting with the University Educational Technology Committee (ETC), the deans, the Administrative Computing Committee, Management and Business directors, and the SGA, the final *Duquesne University Technology Plan* (appendix C2-6) was disseminated electronically in September 2004 to all Business Manager Council members. The CTS directors are in the process of drafting a new three-year technology plan for FY09–FY12.

SUPPORT FOR NEW PROGRAMS

New academic program proposals are submitted through the provost to Academic Council for review, comment, and approval. The schools are encouraged to work with the Office of Planning and Budget in developing budgets for these proposals. Once approved by Academic Council, new program proposals are submitted to the Office of Planning and Budget for review of the proposed budget. After dialogue with the provost, the Office of Planning and Budget, and the appropriate school, new academic program proposals are submitted to the president for review and comment. If approved, new academic program proposals are submitted to the Budget Committee for review and consideration.

From FY03–FY07, approximately \$40.3M in new funding has been allocated through the annual budget process to maintain and improve the quality of existing programs, including \$9.4M for new faculty positions and faculty salary enhancements. In addition, during this same period, \$2.2M has been allocated to launch and support new academic programs, including \$634,000 for new faculty positions. Funding for new programs is provided only for the first three years, until it is determined that the program is self-supporting. A graduate program review process began in FY04. The goal of

this comprehensive review is to assure that Duquesne is providing the highest quality in all of our academic programs. The next step in program assessment will be to adopt formal policies and procedures for discontinuing academic programs. Draft procedures are in development.

PROGRAM AND SERVICE IMPROVEMENT EFFORTS

Duquesne has been very effective at supporting and measuring efforts to modify and improve programs and services and has, in some cases, committed a significant amount of resources to achieve these improvements. Management is able to develop strategic initiatives based on assessments from committees and from documented requests using various tracking tools.

ADMINISTRATIVE COMPUTING

The University invested \$8.5M in FY06 and FY07 to improve data systems on campus, its single largest technology project ever. After a thorough review, that included benchmarking with other peer institutions and review of the issues related to reporting, unreliable architecture, and multiple shadow systems with Datatel, the University selected SCT Banner as its enterprise-risk management system. Peer institutions included Baylor, Dayton, Fordham, St. Louis, Detroit Mercy, Gonzaga, Loyola, Seattle, St. Thomas, and Villanova.

Banner brings many new features to the campus, including operational data stores, an enterprise data warehouse, position control, faculty workload tracking, budget development, document imaging, and workflow processes that will increase the efficiency of the University and the amount of usable data available to decision makers. Coinciding with the purchase of Banner, the University also obtained Cognos report authoring software to allow users to develop reports and run queries through a user-friendly, web-based interface. Given Duquesne's decentralized structure, Banner and Cognos fill a key need by providing easily shared, secure, centralized data storage and retrieval for institutional assessment and planning.

In 2004, a number of web-based services were launched including online registration, faculty grading, electronic billing and payment, and real-time account inquiry. As of January 2008, Duquesne University is live on most Banner modules including student, finance, Human Resources, Financial Aid, and Advancement modules as well as the Luminis (DORI) portal. Over the next year, it is anticipated that both document imaging and workflows will be integrated. There have been many advances including self-service finance, budgets and payroll, registration, financial aid, and single sign-on to services. As may be expected, however, there also has been a lag in productivity as people need to learn a new system and develop reports (over 1,000 reports were generated in 2007). This lag typically lasts twelve to eighteen months. Experience with Banner and training will improve productivity.

In 2005, CTS began implementing a secure wireless network. Most of the campus now has wireless access. The network will eventually cover the entire University (see the *Wireless Coverage Map*, at the CTS web site, <http://www.cts.duq.edu/downloads/network/WirelessCoverageMap5-23-07.jpg>).

FINANCIAL AID

In 2003, Duquesne initiated a request for proposals process to implement the school lender model in order to allow the University to originate graduate Stafford loans for students. The goal was to develop an alternative revenue stream to reduce dependence on tuition revenue. The responses to the request for proposals projected a significantly positive return on investment; therefore, Duquesne obtained a U.S. Department of Education lender code and began originating Stafford

loans for graduate students in 2003. Following on the success of the graduate Stafford loan program, Duquesne began issuing PLUS loans to parents of undergraduate students in FY05 and Graduate PLUS loans to graduate students in FY07. Duquesne originated approximately \$23M in graduate Stafford loans in FY07 (see *School Lender Program Net Revenue*, appendix C2-7). Recent regulatory changes prevent colleges and universities from originating undergraduate and graduate PLUS loans; however, Duquesne continues to originate Stafford loans.

IMPLEMENTATION OF RECOMMENDATIONS FROM ACCREDITATION REVIEWS

Duquesne recognizes the accreditation process as essential to assessing and maintaining academic excellence. Recommendations made by external reviewers are used to address planning and budgeting for instructional and support needs. Deans are responsible for school planning and budgeting, and for communicating proposed needs to the provost for review and consideration for inclusion in annual budget requests. Deans and directors have also worked closely with University Advancement to develop capital campaign case statements for a variety of needs that could be met through private and corporate donations.

Recommendations made by the Middle States periodic review team in 2003 are addressed by the strategic plan. For example, support for strategic plan objective 3.7, which calls for expanded outcomes assessment efforts, includes funding of \$20,000 annually for assessment of student learning outcomes.

Further examples of Duquesne's use of assessment results to plan and budget for institutional improvement are:

- The 2005 accreditation review of the School of Music by the National Association of Schools of Music (NASM) resulted in a recommendation to hire a full-time music librarian. The position was funded and filled in the FY06 budget. In addition, NASM reviewers stated that "the single greatest shortcoming of the music facilities is the lack of a University performance hall for ensemble performances" (*National Association of Schools of Music Visitors' Report*, appendix C2-8, p. 5). Accordingly, the University has identified a performing arts center as a high priority in the current capital campaign.
- The 2006 American Psychological Association (APA) review of the Psychology Department's doctoral program in clinical psychology recommended increased stipends for graduate assistantships (*Doctoral Program Site Visit Report*, appendix C2-9, p. 8–9). The dean of the McAnulty College developed a strategy for increasing stipends for all graduate assistants over a three-year period and began implementation through budget reallocation.
- The 2006 review by the National Council for Accreditation of Teacher Education (NCATE) Board of Examiners commended Duquesne's School of Education as exemplary for numerous programs that met all standards. The primary area noted for improvement was Canevin Hall, which is "not adequate to meet the growing needs of faculty, staff and students" (*Board of Examiners Report*, appendix C2-10, pp. 49, 68). Renovations to Canevin Hall are scheduled to begin in spring 2008.
- The 2001 Commission on Collegiate Nursing Education (CCNE) evaluation of the School of Nursing recommended that the school address the sufficiency of fiscal resources, including the number of faculty, to fulfill the mission of both the undergraduate and graduate nursing programs (2001 *Evaluation Team Report*, appendix C2-11, pp. 8–10). As a result, a substantial increase of funds has been allocated to support part-time clinical faculty. The University also

committed to additional full-time faculty positions and several new positions for support personnel. The School of Nursing was reviewed again by the CCNE in October 2006. According to the CCNE preliminary report “the DU administration has expressed support for increasing the size of the faculty and is slowly adding positions” (2006 *Evaluation Team Report*, appendix C2-12, p. 8). The report also notes that the school’s operating budget increased by almost \$1 million from FY03 to FY08, and the summer supplemental budget more than doubled (p. 10). In 2007, the CCNE granted accreditation for baccalaureate and master’s degree programs for ten years (2007 *Accreditation Grant Letter*, appendix C2-13).

IMPLEMENTATION OF RECOMMENDATIONS FROM GRADUATE PROGRAM REVIEWS

The provost and deans, working with the Graduate Council, have established standards for graduate program reviews as a systematic approach to assessment and renewal of programs not covered by national or regional accrediting agencies. The graduate review of the History Department recommended programmatic changes that will be accomplished through resource reallocation. The graduate review for Communication and Rhetorical Studies recommended the addition of one new faculty position which was approved for the FY08 budget cycle. Further discussion of graduate program reviews is found in Chapter 6.

IMPLEMENTATION OF STRATEGIC PRIORITIES

Funding allocations from strategic planning have resulted in:

- Acquisition of Brottier Hall, a twenty-story apartment building that can house more than 750 students. Unlike the traditional living learning center facilities, Brottier’s studio, one-bedroom, and two-bedroom apartments are equipped with full kitchens and private baths.
- Allocation of \$2.2M to enhance NCAA Division I athletic programs by renovating the Palumbo Center. Upgrades include a new recruitment center, film viewing and editing suites, expanded strength and conditioning area and training facilities, and new and enlarged office space for men’s and women’s basketball and athletic administration.
- Construction of the Power Center. More than half the structure is a comprehensive fitness center for students. The lower level of the building is used for retail development, with a Barnes & Noble superstore and a Duquesne-themed restaurant (the Red Ring) to better serve students and to enhance the vitality of the Uptown neighborhood.
- Establishment in FY03 of an annual equity pool of \$150,000 to reward and retain faculty.
- Allocation of \$3.7M for major technology projects between FY04 and FY08. Implementation of technology initiatives is based on the strategic plan objective 3.3, which names technology enhanced teaching and learning an area of special emphasis.
- Allocation of \$500,000 to augment Gumberg Library’s operating budget. Eighty percent of the annual strategic funds have supported collection development, with 20% supporting staffing.

COMMUNICATING RESULTS OF PLANNING AND IMPROVEMENT PROCESSES

Planning and improvement processes are communicated to the campus community in a variety of ways. For example, financial, technological, and administrative process improvements are communicated at the monthly Business Managers’ Council meetings conducted by the vice president of Management and Business. Approximately 100 business managers from the campus community attend the monthly Business Managers’ Council meetings. The meetings provide a forum that improves communication across campus, improves processes by seeking input from constituents, improves training with regard to administrative policies and procedures, and encourages input from

user groups and concerned parties in an open and collaborative setting. Faculty and staff may elect to be added to the mailing list to receive the minutes of these meetings. As of January 2007 the minutes are e-mailed to the president of the Faculty Senate.

Technological planning and improvement processes are communicated to both the University ETC and Academic Council, where input and buy-in from the members are solicited. Regular avenues of communication with the campus community include the *Duquesne Daily*, DORI portal, *Duquesne University Times*, *Duquesne University Magazine*, and the *Bulletin from the Bluff*, an electronic newsletter e-mailed monthly to alumni subscribers. A Blackboard site is used for ongoing communication with business managers.

INSTITUTIONAL RESOURCES

Duquesne has generated operating surpluses for the last eighteen years; the budget contingency has been increased to 2% of total revenues for FY08 with the goal that it will remain at a minimum of 2% in future years. The budgeted contingency for FY08 is \$4.6 million.

Approximately 73% of Duquesne's budget is derived from net tuition and fee revenue. Tuition and auxiliaries account for 81.2% of total revenue, a decrease of 4.6% from 85.1% of total revenue in FY02. In spite of the continuing high level of tuition dependency, the University's financial position has been strengthened significantly by growing its endowment and increasing enrollment and revenues. Sound enrollment planning, strategic resource allocations, realistic budgeting including a multi-year financial plan, strong investment policies, the identification and implementation of new programs, and the streamlining of operations have all contributed to achieving the majority of the goals outlined in the strategic plan.

Deloitte & Touche LLP conducts the annual audit of the University. The FY06 report included only two management letter comments which were addressed in FY07 (see the *Financial Statements* for FY07, FY06, and FY05, appendices C2-14, C2-15, and C2-16). There were three observations in FY07, all related to technology security issues.

TUITION AND FEES

While Duquesne charges the same tuition and fee rate for its largest undergraduate schools (liberal arts, education, and business), there are program-specific tuition and fees for majors in the sciences, health sciences, and music. These higher, program-specific tuition and fee rates are based on many factors, such as the actual cost of education including clinical faculty, laboratories, specialized tools, instruments and equipment; malpractice insurance; lower faculty-to-student ratios; experiential site development; market demand; and pricing by competitive institutions. These program-specific costs are appropriate, since the University must expend more of its resources to educate students in the sciences, health-related fields, and music than it does students enrolled in the liberal arts, education, and business. Duquesne's financial aid program is sensitive to this variation in price, and we work diligently to ensure that academically talented, needy students are not adversely impacted (see the *Undergraduate Tuition and Costs for the 2007–2008 Academic Year*, at the Office of Admissions web site, <http://www.admissions.duq.edu/cstFeesUndr.html>).

Tuition and fees are assessed annually by benchmarking against a number of reference groups to gauge market tuition competitiveness. These include 1) leading Catholic institutions, 2) the Pittsburgh Council on Higher Education, which includes ten institutions of higher education in Allegheny County, 3) key competitor institutions, and 4) selected private aspirant institutions. The

total University discount rate for FY07 was 22.6% (see five-year trend data for the discount rate in *Tuition Discounting Trends*, appendix C2-17).

Since FY98, net tuition and fee revenue has increased by 72% to \$155M. Headcount enrollment has increased by 8.8% to 10,184 students. The University's cohort default rate is within federal limits and has been very low for the past eight years, ranging from a high of 2.6% in FY99 and FY02 to a low of 1% in FY05 (see *Cohort Default Rate* for FY98–FY05, appendix C2-18).

FINANCIAL INDICATORS

Duquesne has focused on the following key financial areas to strengthen its financial position.

CREDIT RATINGS

In May 2003, Duquesne received its first public rating of A- from Standard & Poor's (S&P). This rating has been reaffirmed on subsequent bond obligations by S&P in March 2004 and October 2005, even though long-term debt has increased from \$83.2M at June 30, 2003 to \$123.8M at June 30, 2006. During this same period, the University's total financial resources have increased from \$131.1M to \$188.5M.

DEBT MANAGEMENT

In 2003, after benchmarking the debt mix of other selected institutions, Duquesne decided to diversify its long-term debt portfolio by changing the debt mix from primarily fixed rate to 75% fixed rate and 25% floating (variable) rate. Borrowing with a combination of fixed and floating rate debt lowers the overall cost of capital. Cash and equivalents, which were \$20.6M at June 30, 2006, serve as a natural hedge against rising interest rates for outstanding floating rate debt. The next logical step is to adopt a formal debt policy. This will enable the University to have a formal asset/liability management policy that coordinates both sides of the balance sheet. A formal investment policy is already in place. The adoption of a formal debt policy is considered a best management practice in higher education and viewed favorably by the rating agencies.

REVENUE DIVERSIFICATION

In addition to the school lender program, Duquesne has implemented two additional revenue enhancement strategies. In FY03, the Audit and Finance Committee of the Board approved the application of a spending policy to the quasi endowment and distributing the annual spending amount to the operating budget. The FY07 quasi endowment income distribution to operations is \$2.2M (see the *Quasi Endowment Investment Policy Statement*, appendix C2-19). Also in FY03, \$17.3M of operating funds were invested with Fund Evaluation Group. The primary objective of these investments is to provide for the preservation of principal. Long-term growth of principal and income without undue exposure to risk is the secondary objective, recognizing the shorter time horizon of these funds in comparison to endowment. The investment performance, net of fees, was 17.7% for FY07 and 11.7% for the past three years.

FUNDRAISING

Duquesne is currently engaged in the "quiet phase" of a capital campaign, "Advancing Our Legacy" (see the president's *An Address on the State of the University 2003–2004* at the Public Affairs Newsroom web site, <http://www.newsroom.duq.edu/convocation2004.html>). The campaign vision and goals reflect those articulated in the strategic plan and, thus, are intrinsically tied to increasing support for academic programs. To ensure alignment with changing academic needs, specific funding priorities, such as endowment, scholarship, and funding for facilities, are developed in consultation with

individual deans and department heads. Deans are also increasingly involved in the process of identifying and cultivating major prospects.

Campaign progress, goals, and strategies are evaluated quarterly and adjusted as needed. Faculty and staff support have been especially notable. A ninety-member volunteer committee secured over \$1.3M in commitments from more than 1,000 employees. As of December 31, 2007, the campaign has recorded \$62.1M in gift and pledge commitments. The cost of raising one dollar has averaged twenty-one cents over the past six years. Beginning with this campaign, the University initiated the use of the gift counting standards recommended by the Council for the Advancement and Support of Education (CASE) and the National Committee on Planned Giving (NCPG).

While Duquesne's endowment has grown substantially in recent years, it still lags behind those of comparable institutions (see *Endowment Per FTE Students Fiscal Year Ended June 30, 2006*, appendix C2-20). Building the endowment is one key to reducing tuition dependency and pursuing the status to which the University aspires. To date, \$32.3M of the \$62.1M raised has been earmarked for endowments, including ten endowed chairs. The campaign has raised \$13.5M for academic program support. These gifts range from a \$1.5M gift to support the Spiritan Division, to increased programmatic designations in annual fund giving.

This success has been achieved while significant changes have taken place in what is now known as the University Advancement Division. The position of vice president of University Advancement has been reinstated to the division, which has been realigned to incorporate all aspects of development (annual fund, major gifts, planned giving, corporate and foundation relations, prospect research, and stewardship) along with advancement services, alumni relations, public affairs, and University events (see the *Duquesne University Organization Chart*, appendix C2-21). Along with divisional reorganization, targeted investments have been made in additional staff, equipment, technology, and training. Policies and procedures have been thoroughly reviewed and revised, with new systems and structures initiated as necessary.

Advancement has taken a more proactive role in such areas as Board development and building stronger relationships with deans, faculty, and other internal constituents. An extensive alumni survey has been conducted, resulting in the completion of a new *Alumni Association Strategic Plan 2006–2009* (appendix C2-21) to guide development of new and enhanced events, programs, and services. All of these changes have contributed to the early success of “Advancing Our Legacy,” and they lay the foundation for a development program that will realize sustained growth into the future.

ENDOWMENT MANAGEMENT

Duquesne's endowment fund has grown by \$118.4M or approximately 210% within the past decade and as of June 30, 2007 was valued at \$174.7M. The growth is due to a combination of fundraising, investment returns, and annual interfund transfers from primarily operating surpluses. Continuing to increase its endowment remains a strategic priority for Duquesne. The Board's Audit and Finance Committee is responsible for the oversight of the endowment, including the investment function, and the asset allocation and spending policies. Since 1991, the committee has utilized Fund Evaluation Group, an independent consultant, to provide guidance on investment policies, investment managers, and asset allocation, and to prepare monthly endowment investment performance reports.

Duquesne has diversified its endowment holdings and currently invests in domestic and international equities, bonds, hedge funds, and real-estate. As the committee has a fiduciary duty to maintain and protect the purchasing power of the endowment on a real basis (net of inflation), it has adopted an asset allocation policy, which is expected to generate a total return that exceeds the rate of inflation, as measured by the Consumer Price Index (CPI), the cost of investing, plus 5.5% annually for spending. Numerous studies have shown that asset allocation is the single most important factor influencing the long-term risk and return characteristics of a portfolio. To achieve the lowest risk for a given rate of return, Duquesne continues to diversify its endowment portfolio and currently has a long-term target asset allocation (see the *Target Asset Mix*, appendix C2-23).

In addition to a diversified asset class composition, the University invests in small and large companies, domestic, international, and emerging capital markets, and actively and passively managed mutual funds. Moreover, Duquesne monitors investment performance on a continuing basis and expects its twenty investment managers to meet or exceed specific performance objectives and adhere to the philosophy and style of investing articulated to the University at the time they were retained.

Currently, Duquesne utilizes a spending policy that allocates a pre-specified percentage of moving market values. The University's policy states that no more than 5.5% (currently budgeted at 5.0%) of the average fair market value of the endowment fund's previous sixteen quarters can be allocated for spending in a given year (*Endowment Fund Investment Policy Statement*, appendix C2-24, p. 1).

FINANCIAL ASSESSMENT MEASURES

The following assessment procedures are utilized to ensure Duquesne's long-term financial health:

- An annual financial audit is performed by an external audit firm and adopted by the Board's Audit and Finance Committee and the Board of Directors.
- Annual approval of the University's operating and capital budget is given by the Audit and Finance Committee and the Board of Directors.
- Periodic and follow-up reviews are conducted by the Internal Audit Department with updates reported to the Audit and Finance Committee at every meeting, the vice president for Management and Business, and the president.
- An annual audit plan for Internal Audit is reviewed and approved by the Audit and Finance Committee, the vice president for Management and Business, and the president.
- An annual benchmarking study is done to compare Duquesne's financial ratios to Moody's private college and university medians.
- Annual benchmarking is performed in relation to top fifteen competitors for undergraduate students, endowment per FTE with peer institutions, and freshmen tuition discounting with large colleges and universities.

Duquesne has maintained a Standard & Poor's investment grade rating of A- since 2003. Long-term financial health continues to improve and endowment continues to grow.

CHALLENGES

Duquesne faces resource challenges due to still significant dependency on tuition revenue. Nevertheless, the necessary processes are in place for needs assessment and budgeting to ensure the long-term viability of the institution.

TECHNOLOGY FUNDING

There is currently little depth in technology staffing while the technology needs of the campus continue to grow. Technology resource challenges will always be an issue, particularly among tuition-driven institutions. To date, Duquesne has reallocated resources to address the need for a variety of different skill sets for various projects. The Banner implementation is a good illustration of need driving change. Whereas there was one database administrator (DBA) position in 2004, handling both Blackboard and Datatel, there was a team of three DBAs in 2006. The number of instructional technology professionals supporting Blackboard has more than doubled to accommodate increased use. Additional technology staff is needed to accommodate the growth in high availability systems; the restructuring of network and telecommunications staff; and the production and technical support of distance education, electronic portfolios, and increasing network traffic.

COMPENSATION PLANNING

To continue to recruit and retain highly qualified staff, Duquesne must remain competitive in salary and fringe benefits. This will continue to be a challenge because of the financial resources needed to support these efforts. AAUP data will continue to be used to assure faculty salaries remain in the top quartile for all ranks of professors. A future challenge will be to compare salaries for those working in professional areas outside of academia. National College and University Professional Association (CUPA) surveys and local Small Manufacturing Surveys are utilized to collect comparison data for non-faculty positions. Human Resources is currently coordinating the efforts of the local CUPA to design a survey tool for non-exempt and entry-level-exempt positions. The Mercer and Cowden Benefit surveys will be used to analyze our competitiveness in benefits provided and employer and employee cost share. The expertise of management and benefit consultants will continue to be utilized to assure effective and responsible use of our financial resources. Additional emphasis will be placed on developing wellness programs and efforts utilizing internal and external health-care service providers. Direction for such efforts will be guided by data from health care utilization reports and results from surveys of employee needs. New technology, such as the DORI portal, will improve communication with employees regarding benefits and available services.

STAFF RECRUITMENT AND TRAINING

Hiring and retaining a diverse workforce will remain a focus in the next five years. Human Resources recruiters work with hiring departments and division heads in creating strategies for seeking a diverse applicant pool and in turn increasing the number of underrepresented groups in the University's workforce.

More efforts are also being applied in terms of training. A CTS-designed web-based training database was introduced to the campus community in 2005. It is used to announce training sessions and accept enrollment of participants for classes associated with Banner and sponsored through Human Resources. The use of the site has not yet reached its full potential; the goal is that all University training will be coordinated through it.

A survey by ETC, working in conjunction with Human Resources, indicated that a training manager was required to meet campus training needs. Funds were reallocated for this position as part of the FY08 budget process. The coordinator is responsible for the strategic development of a University training program including needs assessment, program development, and evaluation. The training coordinator also supports other University training efforts units such as CTS, the School of Leadership and Professional Advancement, the Mylan School of Pharmacy, and the Department of Public Safety. Technology training must continue to be a campus priority. Both the University and individuals must share responsibility for training and maintaining needed technology skills.

LIBRARY SUPPORT

Strategic objective 3.9 calls for Gumberg Library to become an improved academic resource. Gumberg has integrated its strategic initiatives and assessments with University priorities in the areas of collections, services, technology, and facilities/operations. Through the Library Collection Fellows program and other collection development initiatives, the quality of the book, music, and AV collections has improved. Since 2002, the library has increased the number of serials from 10,631 to 35,977, vastly expanding the availability of electronic resources. Student use of the building has reached record levels as an outcome of providing wireless access, laptops for checkout, individual study carrels, a graduate study room, refurbished quiet study areas, friendlier policies (such as allowing food and drink), and providing vending machines, popular books, and movies (see Gumberg Library's strategic initiatives in *Gumberg Library Overview*, appendix C2-25).

Gumberg Library received \$100,000 annual strategic funding supplements from 2003 through 2007. As a result of continuing 8–10% annual inflation in serials and electronic resources prices, the library needs to conduct annual journal reviews and reallocation. Books must be purchased primarily from endowment and gift funds. The mandated library impact process related to new programs has been difficult to implement, and faculty inconsistently involve the library in resource planning. Often, faculty want new journals added to the library collection. Given the current transitions from print to electronic formats, and from individual subscriptions to aggregated resources, the library cannot always honor these requests.

The library has developed case statements for specific collection needs for the University's capital campaign, and an Adopt-a-Book program has been established to solicit gift funds for books. At \$4.7M in 2007, the percentage of the library budget in relation to the University's educational and general budget exceeds the minimum 2% (*Duquesne University E & G Library Analysis*, appendix C2-26, p. 1) that was recommended by the 1997 Middle States visiting team.

The library building is over thirty years old and in need of significant updating. Annual renovation projects such as painting and installing new carpeting on the lower floors have been funded from the capital budget. These small investments have improved the building considerably; however renovations for the main floor including instruction spaces, a twenty-hour study room, and group study facilities will require at least \$2M in funding (*Cohen Report of Findings & Recommendations for Space Reorganization*, appendix C2-27). To meet strategic objective 3.9, continued emphasis must be placed on funding to improve the library as an academic resource.

RECOMMENDATIONS

- Develop a web-based progress report on the implementation status of the goals identified in the strategic plan that is shared with the University community. The report should be updated at least annually and continually enhanced with supporting data and documentation to ensure transparency and accountability.
- Continue working on developing a formal process to tighten the links between institutional and learning outcome assessment findings and the planning and budgeting process. Create a committed budget line or reallocate funds for program enhancements identified through assessment efforts, including recommendations from graduate program reviews.
- Adopt formal University-wide policies and procedures for discontinuing academic programs.
- Develop and implement a formal debt policy.

- Adopt a formal process to communicate the five-year financial plan annually to the campus community.
- Include Gumberg Library's renovation needs in the next strategic planning and budgeting cycle.

CHAPTER 3: LEADERSHIP, GOVERNANCE, AND ADMINISTRATION

STANDARD 4

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

STANDARD 5

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

INTRODUCTION

Since the last decennial review, Duquesne has seen major changes in institutional policies and in leadership at all levels. In addition to new appointments in all but one of the executive offices and appointments of new deans in all of the schools, several new directors were named to offices in the four divisions of the University and new appointments were made to the Board of Directors and the University Corporation. The *Charter and Amended and Restated Bylaws* (appendix C3-1), *The Administrative Policy* (appendix TAPS), and the *Faculty Handbook* (appendix FHB) have been revised. The *Executive Resolutions of the Board* have also recently been revised and are available to all staff through the DORI portal (appendix C3-2).

This period has seen a renewed commitment to the University's mission from the highest levels of leadership. The administration has made strategic planning and assessment critical areas of emphasis and has stressed accountability at every level of the organization. The administration's focus on participation has encouraged greater faculty participation in governance and encouraged greater student involvement.

This chapter examines how these changes have contributed to Duquesne's growth and achievements, particularly over the past five years. It explores the distinct roles of institutional stakeholders in University governance, and it assesses how effectively the University's governance, leadership, and organizational structures have worked in support of the mission to serve God by serving students.

More specifically, the chapter considers the following:

- Has the Corporation been effective in its role?
- What role does the Board of Directors play and how effective has the Board been in advancing the University's mission?
- To what extent have the University's governance policies and structures facilitated effective decision making?
- Does Duquesne incorporate best practices in management and operations?
- What role do the faculty and the Faculty Senate play in shared governance?
- Are there opportunities for student input in decisions that affect them?

A full list of research questions can be found in the self-study design document (appendix SSD, pp. 15–16).

The questions based on the standards for governance and administration were assigned to various members of the committee who represented the Corporation, the Board, the faculty, and the administrative staff. Members brought their own experience and expertise to gathering and studying relevant documents and, in some cases, interviewing appropriate University officers and administrators. In addition to steering committee review, the resulting report, which formed the basis of this chapter, was reviewed by the Board chair, the president of the Faculty Senate, several members of the Board and the Corporation, and the Cabinet.

OVERVIEW OF ORGANIZATIONAL STRUCTURE

Duquesne's governance structure is similar to many Catholic institutions but different from many private and public universities because there are two governing boards. The first, known as the Corporation, is composed of members of the Congregation of the Holy Spirit, the Roman Catholic religious order that founded the University. The Corporation by law owns the University and has the legal responsibility for its mission and philosophy. Among the Corporation's "reserved powers," as set forth in the *Charter and Amended and Restated Bylaws*, are the powers to determine or change the mission and to monitor and maintain the philosophy of the University; to elect or remove members of the Board; to ratify and confirm election and appointment of officers of the University; and to amend or repeal the *Articles of Incorporation* and *Charter and Amended and Restated Bylaws*.

The second governing entity is the Board of Directors. The Board oversees the University's principal administrators who are in turn responsible for the day-to-day operations of the University: the president, the provost/academic vice president, the executive vice president for Student Life, the vice-president for Management and Business, and the vice president for University Advancement. The president is appointed by and serves at the pleasure of the Board, and the other four officers are appointed by and serve at the pleasure of the president with Board approval.

THE CORPORATION

The *Bylaws* charge the Corporation with the task of defining and monitoring the University's mission and philosophy. Members of the Corporation are the provincial superior and the provincial councilors of the Eastern Province of the Congregation of the Holy Spirit. With the consent of the other members of the Corporation, the provincial superior may augment the membership by appointing additional Spiritan priests (appendix C3-1, p. 4). The Corporation meets six times a year.

In the mid-1990s, the Corporation began a process of self-examination, prompted in part by the release of *Ex Corde Ecclesiae* (appendix C3-3), the papal document that stimulated much discussion about the relationship between Catholic universities and the Church, both within and beyond Catholic institutions of higher education. As a result, Duquesne's Corporation and the Board decided to place renewed emphasis on the University's mission and philosophy.

In 2000, as the University started the search for a new president, a new chair had just assumed leadership of the Board. Members of the Corporation discussed the priority of the University mission with the chair, advising him that they expected the mission and Catholic identity of Duquesne to be one of the key criteria in the presidential search. The Board was receptive to these concerns. During the search process, each presidential candidate discussed the University mission and *Ex Corde Ecclesiae* with the search committee, Board members, and members of the Corporation.

Another outcome of the Corporation's process of self-examination, and an outgrowth of its focus on institutional mission and identity, was a reassertion of the Corporation's role in University governance, specifically its relationship with the Board and the president. In addition to reflecting on how these relationships should be strengthened and enhanced, the Corporation began to focus on its own performance. Self-evaluation had been part of the agenda of Corporation meetings, but, beginning in 2006, the Corporation instituted a formal assessment process. In December 2006, the *Duquesne University Corporation Self-Assessment* survey (appendix C3-4), consisting of twenty-four open-ended questions, was distributed to all members. The questions addressed their understanding of the relationship among the Corporation, the Board, and the president; how well the Corporation understands and fulfills its role in University governance; and how well the Corporation meets its oversight responsibilities, including assessment of the Board chair. The survey also included questions directed at the planning and conduct of the Corporation meetings.

Responses to the survey were discussed at the January 2007 meeting. The conclusions reached by the participants in the assessment were virtually unanimous. The principal areas of agreement included the following:

- Corporation meetings are sufficiently frequent and regular and the agenda items are appropriate.
- The relationship between the Corporation and the Board is good, and has improved over the last five years.
- The relationship between the Corporation and the president is good; the members trust the president and believe he keeps them well informed about changes in the University. Overall, the Corporation concluded that he has done a superb job in highlighting the University's mission and Catholic Spiritan identity.
- The annual "Spiritans' Message" sent to the Board is a helpful means of communicating the Spiritans' sense of mission and philosophy.
- The Corporation members are satisfied with their role in selecting new Board members, feeling that the process is clearer and more transparent than in the past.
- The membership believes that the Corporation functions well within the guidelines of the *Bylaws*.
- The membership has agreed to conduct annual performance assessments and, after reviewing the results, take follow-up actions if necessary.

THE BOARD OF DIRECTORS

The *Bylaws* empower the Board of Directors to manage the business affairs of the University, subject to the reserved powers of the Corporation. The Board elects the president and vice presidents of the University, establishes the educational philosophy and objectives of the University, approves the annual budget submitted by the president, directs the uses and investments of all funds of the University or its property, and ratifies or disaffirms conditional gifts, grants, or other bequests received by the University.

The *Bylaws* specify that the Board shall consist of not fewer than fifteen members. There may be, in addition, up to seven ex-officio members, all of whom have voting privileges: the president, the bishop of the Roman Catholic Diocese of Pittsburgh or his designate, the president of the Alumni Association, the chairman, vice-chairman and secretary of the Corporation, and the executive director of Mission and Identity. There are currently six ex-officio members. The Board is led by a chair and vice-chair elected by the full Board, but subject to confirmation by the Corporation.

Board members serve without pay or other compensation. The *Bylaws* explicitly address the issue of conflict of interest for Board members in Article XVI (appendix C3-1, pp. 17–18). All Board members must sign an annual conflict of interest statement. A Board member must immediately and completely disclose a conflict of interest and the nature and extent of his or her interest in a contract or transaction. The conflict of interest policy prohibits the interested party from voting on that contract or transaction and prohibits the person from taking part in the discussion or deliberations related to the contract or transaction, requiring that the minutes of the meeting reflect the disclosure. Further, the Board has enacted a conflict of interest policy that reflects the Board's officers' and key employees' fiduciary responsibility to the University. The *Bylaws* also require that a director disclose any transaction with the University that would benefit the individual.

While not mandated by the *Bylaws*, financial support of the University is generally also expected of Board members. The Board's role in institutional fundraising is directed by the University Advancement Committee, one of the standing committees of the Board. The current capital campaign has made Board giving a distinct point of emphasis, both individually and, where appropriate, from the corporations or firms with which the members are affiliated.

The full Board meets in October, February, and May. An Executive Committee, consisting of the chair and vice-chairs of the Board, the president, members of the Corporation, and the chairs of the various standing committees, exercises the power of the Board in the intervals between Board meetings. The Executive Committee holds three official meetings spaced between the regular Board meetings. In addition to the Executive Committee, the standing committees of the Board include Academic Affairs; Board Membership and Development; Audit and Finance; University Advancement; Mission and Identity; and Student Life. These committees provide a communication link between the Board and other University constituencies. For instance, meetings with deans of the individual schools allow members of the Academic Affairs Committee to interact with the deans to get a better understanding of the problems that deans and schools face. Similarly, the Student Life Committee meets periodically with student leaders.

Communication with the larger institutional constituencies is further expanded at the full Board meetings which are attended by the president and his Cabinet. Part of each Board meeting is devoted to reports from the standing committees. Reports are also presented by the University chaplain, and the presidents of the Faculty Senate, SGA, and Alumni Association.

From time to time, the Board appoints ad hoc committees to deal with specific issues or problems. For example, in the fall 2006 semester, the chair appointed an ad hoc committee to investigate the shooting incident in which five basketball players were injured. The committee included Board members, faculty, administrators, and students.

BOARD ORIENTATION AND PERFORMANCE ASSESSMENT

The Board has acted to embody in its own performance the heightened emphasis on the University mission. For example, the Board has improved the orientation for new members. Led by the executive director of the OMI, the revised orientation instructs the new members in the University's mission and explains its relationship to the Roman Catholic Church and to the Spiritan charism. The Board has also implemented a formal assessment process. In September 2006, the OMI sent out an assessment questionnaire to all members of the Board (appendix C3-5).

Based on a design recommended by the Association of Governing Boards, but tailored to fit Duquesne's individual character and challenges, the survey was organized into ten sections, with questions in topic areas ranging from Board oversight of institutional planning to Board-faculty and Board-student relations. Each section included a brief introduction and contained from four to six specific questions. These questions were followed by a summative question that asked the member to rate the Board's performance in that particular topic area. One focus of the questions was the degree of trust between the Board and the Corporation and the Board and the president. Questions on financial support and management asked directly about the individual Board member's financial commitment to the University and his or her role in influencing the contribution of others, including corporations. Finally, one question considered Board membership issues, asking about the size of the Board, Board term limits, age composition, and gender and minority status.

Seventeen of the then twenty-five Board members responded to the survey. The Board's discussion of the assessment was led by an outside facilitator who analyzed the data. The facilitator presented each question and an assessment of the responses for that question and asked for comments and discussion. This technique prompted further responses from the Board members, and there was good discussion of many of the questions. The Board members felt that the self-assessment was both useful and productive; moreover, some members welcomed the opportunity to discuss certain issues that did not fit in regular business meetings.

The self-assessment showed that there is clear agreement on major issues such as familiarity with and commitment to the University mission, awareness of institutional planning, resource development, and knowledge of the organization of the Board. There was a sense of trust among Board members as well as a perception of a good working relationship between the Board and the Corporation. Participants also reported feeling a strong sense of mutual trust and support between the Board and the president. On the other hand, only half of the respondents agreed that financial support of the University by Board members was at an appropriate level, implying that in their view contributions could be higher. It was evident from the number of "not sure" responses for certain questions that never Board members were not sufficiently informed on some issues such as the University's deferred maintenance plan and classroom usage, student and faculty grievance procedures, and promotion and tenure processes. In response, the chair of the Board decided that special presentations would be made at subsequent Board meetings until all such issues were more fully covered.

Although, like the Corporation, the Board had discussed its performance informally at the annual Board retreats, this new formalized process of Board performance assessment will be implemented every twelve to eighteen months.

BOARD RECRUITMENT

Duquesne recruits individuals to its Board who can represent constituent and public interests, oversee the University's operations, and carry out the Board's fiduciary responsibilities. The Board needs a wide range of experience and expertise, occasionally requiring specific financial or management skills. But, more importantly, the Board members undertake a commitment to the University and its Catholic Spiritan mission. Membership on the Board requires participation in the orientation for new members and a willingness to attend the Board's meetings regularly.

The Membership and Development Committee of the Board is responsible for identifying nominees for membership. Nominees must also be approved by the Corporation. In the approval process, the

Corporation screens candidates for their understanding and appreciation of the University's mission, and investigates any potential conflicts. Neither the Corporation's nor the University's written documents require that a Board member be a Roman Catholic; in fact, there are many Board members of other faiths. The Corporation cannot, however, appoint someone to the Board who publicly supports a position in opposition to church teaching.

The 1997 Middle States evaluation team made three recommendations pertaining to the Board: that the University establish term limits for members; that the University "seek a greater number of women and persons of color on the Board"; and that the University "reactivate the Diversity Committee of the Board" as a measure for achieving the latter objective (appendix C1-3, p. 9).

The 2000 revision of the *Bylaws* enacted term limits for Board members; each member is limited to a three-year term with the possibility of being re-elected for two additional three-year terms. This policy change was prompted by the fact that some members had served over thirty years on the Board and by the growing size of the membership. In 1997-98, for example, membership had expanded to forty-six directors, falling only to thirty-eight by 2003. The large number of members tended to curb discussion in Board meetings. There was also an issue of irregular attendance, causing serious concern to the Corporation about the commitment of some members. Term limits could not actually be implemented until 2003, but the effect of the policy since then has been to reduce the number of current directors to twenty-three.

The Board leadership advocates more national representation on the Board to help advance Duquesne's goal of becoming a nationally recognized Catholic university. As a result, the Board has decided to seek members from outside Pittsburgh. In February 2007, two new members of the Board were added from outside the region.

BOARD DIVERSITY

While a policy on term limits has been implemented, the issue of diversifying Board membership is more complex. The Board Diversity Committee was established in 1994; in 1997, a Mission Committee was created to promote wider and better understanding of the University mission, including all aspects of diversity. Board members focused on diversity at a Board retreat prior to the May 1998 Board meeting. At that time, the chair of the Board, the Corporation, and the president recommended that the Board Diversity Committee be incorporated into the Mission Committee.

Because increasing diversity at all levels of University life was embraced as a campus-wide priority, oversight of diversity as an institutional commitment was assigned to the OMI, which continues to work with the Membership and Development Committee to increase Board diversity. To ensure that diversity continues to be addressed at the highest possible level, the Membership and Development Committee is composed of the chair and vice-chair of the Board, the chair of the Corporation, the University president, and a Board member who is a minority. The Board believes that this approach, rather than a reactivation of the Diversity Committee, will ultimately lead to greater Board diversity.

In the short term, however, in spite of the combined efforts of the Membership and Development Committee and the OMI, recruitment of more women and people of color has been a difficult process for the following reasons: the size of the Board has been shrinking; in order to develop nationally representative membership, the Board has adopted the more challenging strategy of recruiting outside of the region; finally, the Board is unwilling to nominate individuals whose other commitments would prevent them from meaningful Board service. At present, there are five women

and one minority member. The turnover resulting from term limits should in the long run create more openings, and the Membership and Development Committee continues to search diligently for women and people of color as candidates for membership.

ASSESSMENT OF BOARD OFFICERS

The Board chair and members of the Corporation meet frequently and correspond when necessary by phone or e-mail throughout the year. The *Bylaws* stipulate, however, that the Corporation must conduct a formal assessment of the performance of the chair of the Board. Therefore, prior to their May meeting, members of the Corporation assess the performance of the chair and other members of the Board. The chair of the Corporation then meets with the Board chair to share his assessment of the Board chair and other Board members.

ADMINISTRATIVE OFFICERS

The president is the chief executive officer of the University and is responsible to the Board. The *Bylaws* direct the president to administer and supervise all the activities of the University. The *Bylaws* further state that the president shall possess and exercise all the powers and duties customarily exercised by presiding officers of similar organizations. The president is also required to submit a budget and an annual report to the Board and has the power to sign contracts in the University's name.

The four other principal administrative officers of the University, who oversee the four divisions of the University, are the provost; the executive vice president for Student Life; the vice president for Management and Business; and the vice president for University Advancement. The vice presidents, together with the executive director of Mission and Identity and the University Counsel, constitute the president's cabinet (see the *Duquesne University Organization Chart*, appendix C2-21).

The Board conducts formal assessment of the officers of the University each year. The Board members discuss the president's performance, and the Corporation furnishes the Board its evaluation of the president. The president, in turn, provides the Board chair and the Board his performance appraisals of the other vice-presidents. The academic deans are evaluated according to the regular schedule prescribed by University Statute 3, Article A-2 (appendix C3-6, p. 29).

LEADERSHIP INITIATIVES

Duquesne's president was selected and appointed after a national search, and began his duties in August 2001. All but one of the vice presidents have been named since 2001. Despite these changes, which have also included the appointment of new deans for the ten schools of the University, the transition to new leadership has been smooth and institutional progress has been uninterrupted.

The president embarked on several new initiatives soon after taking office, focusing on a five-year strategic plan, a five-year capital plan, a campus master plan, an information technology plan, and review and revision of University policies. In addition, there were changes in reporting lines and management practices to streamline the organization in a drive towards making operations more centralized and efficient. The mission has guided all such initiatives in keeping with University's aim to enhance the mission in institutional practice (appendix MS).

OPERATIONAL CHANGES

There have been recent changes in the reporting lines for the professional staff:

- The position of chancellor was deleted from the organizational chart to eliminate the confusion surrounding the title because many universities now refer to their chief executive as chancellor rather than president.
- The Office of Mission and Identity is now a cabinet level office.
- CTS was returned to the Management and Business Division. In part this change recognizes that CTS provides support services to all students, faculty, staff, and administrators.
- The directors of Public Affairs and University Events now report to the vice president for Advancement rather than to the president.
- The reporting line for the athletic director has been shifted from the executive vice president of Student Life to the University president.
- Career Services has been moved from Academic Affairs to the Student Life Division.
- Financial Aid now reports to Academic Affairs to better coordinate with the Admissions Office.

Management and Business has overseen many changes in management practice at the University. The division has increased the endowment and managed changes in the financial reporting environment. As noted in Chapter 2, Duquesne has also implemented a formal capital budgeting process. It conducts an annual assessment of University facilities where deficiencies especially in instructional space are noted. This process has the added benefit of addressing deferred maintenance issues. Many of the changes in budgeting practices have moved the University in line with NACUBO budgeting practices.

Management and Business has also taken the first steps to incorporate real time information into administrative operations and decision making through technology. From the viewpoint of the users—students, faculty, and staff—technology promises a self-service environment that is easy to use and access. This investment has improved the network connections in the living learning centers for the students, introduced wireless technology to the campus, increased the number of electronic databases in Gumberg Library, and increased the number of web-based applications. For example, students can now pay their bills, register for courses, and access their grades online. Offering these online services benefits students while saving over \$400,000 per year.

REVISION OF UNIVERSITY POLICIES

Another early initiative of the current administration was to review and revise three major policy documents, TAPS, *Personnel Memoranda*, and the *Faculty Handbook*. The TAPS and *Personnel Memoranda* had existed as separate documents, and there were some inconsistencies between the two. A committee of representatives from each division of the University, plus the Faculty Senate president, worked on a revised set of policies that have been issued as a single document, *The Administrative Policies (TAPS)—Manual for Employees* (appendix TAPS and TAPS-1), which is available on the web at the Human Resources web site (<http://www.hr.duq.edu/tap/index.html>). In electronic form, TAPS can be more efficiently revised and updated.

Review and revision of the *Faculty Handbook* was a complex process. The provost named and chaired a committee consisting of a dean and four faculty members, one of whom was selected by the president of the Faculty Senate. All members of this committee (except the dean) had at one time served on the University Tenure and Promotion Committee. The provost structured the process so that the Faculty Senate was involved each step of the way. He frequently consulted with the Senate, informing the members of progress and seeking their opinions. He also requested that the Senate hold an open forum on the tenure and promotion section of the *Handbook* after a draft had been

distributed to the faculty. That forum was well attended and the remarks and questions were taken under advisement and led in some cases to revisions of the draft document. The process was repeated until a final draft of the tenure and promotions section was completed. A similar approach was used in revising the remainder of the *Handbook*.

ACCOUNTABILITY AND PERFORMANCE ASSESSMENT

As discussed in Chapter 1, performance evaluations became mandatory throughout the University in 2003. Formerly, annual evaluation of faculty and staff was the responsibility of the department head or dean, and the practice was neither uniform nor consistent. Formal evaluation of each faculty and staff member is now required prior to the determination of an individual's annual salary increment. All pay raises are merit based.

The University mission is linked to the performance assessment. The self-assessment forms ask each individual to explain how his or her performance over the past year has helped to advance the mission. Initially, some faculty members expressed uneasiness about the performance assessment policy in general. In particular, they expressed concern about the emphasis on mission because of the misunderstanding that their personal religious beliefs would be a factor in the annual review. Their concerns seem to have been allayed by campus-wide presentations and discussions, including a Faculty Senate open forum at which the executive director of the OMI made a presentation and fielded questions. Administrative and support staff undergo similar annual performance appraisals; all job postings are framed by the mission statement.

All four divisions of the University have adapted to the "culture of assessment," and are developing or have developed unit plans for outcomes assessment. These efforts are discussed in Chapter 7.

COMMUNICATION AND PARTICIPATION

The president meets weekly with the cabinet, at which time the vice-presidents report on the activities of their divisions. The primary business of the University is conducted within the Academic Affairs Division. The Academic Council, presided over by the provost, is the body that extends academic approval of new programs proposed by the schools and that determines academic policies and procedures. Voting members of the Council are the deans of all the schools, and the university librarian. The president of the Faculty Senate, the executive director of CTS, and the academic vice president of the SGA have observer status. The associate vice presidents also have observer status. Academic Council meets biweekly; on alternate weeks, the provost meets informally with the deans alone. All vice presidents also hold regular meetings with directors and support staff who report to them.

The administration follows a pattern of seeking input from various constituencies before making a decision on an important issue. As described in Chapter 2, the development of the strategic plan enlisted participation at all levels; drafts of the document were posted electronically and comments were invited. A similar process was followed in the revision of the TAPS and the *Faculty Handbook*.

At least once each semester, the president meets with the University Advisory Council, an elected representative cross-section of faculty, staff, and students, who bring to his attention new matters of concern to the University. The president also uses ad hoc committees to make recommendations on specific issues. Typically, such committees include administrators, faculty, clergy, and students. For example, during AY05–06, a group of students proposed a Gay/Straight Student Alliance. A number of faculty members signed a petition supporting the proposal. The issue was complicated by

the fact that it was reported by the local media, prompting comment to the president from the local Catholic community. The president formed an ad hoc committee, which included two of the students who had initiated the proposal, to study it within the context of the Catholic church's teachings. After researching the teachings of the Catholic church, and the positions of other Catholic universities, the Committee drew up guidelines and recommended support for the proposal. The president subsequently forwarded the recommendation to the Board for approval, and the Gay-Straight Alliance, Lambda, was established.

The administration communicates regularly to the University community through both print and electronic media. The *Duquesne University Times* is a monthly publication of news about people and events at Duquesne (see the *Duquesne University Times* web site, <http://www2.duq.edu/times>). The *DU Daily*, posts daily calendars of regular and special events (see the *DU Daily* web site, <http://www.ltc.duq.edu/dudaily>). Important notices are also e-mailed or sent by inter-office mailings. Throughout the course of the academic year the administration also keeps in touch with the campus community through informal social gatherings sponsored by the president and each vice president in turn.

THE FACULTY ROLE IN GOVERNANCE

The committee structure at the University is an important means of ensuring faculty participation in institutional governance. Faculty are represented on the University Council, the Budget Committee, the Benefits Committee, and the Auxiliary Services Committee. They engage in the work of the University Promotion and Tenure Committee, the University Grievance Committee for Faculty, the University Core Committee, and the Presidential Awards Committee. Ad hoc committees of faculty are appointed or elected as needed; a recent example is the committee formed to review and revise the Teaching Effectiveness Questionnaire (TEQ; for a description of the University's standing committees see appendix FHB, pp. 7–8).

Crucial to the governance of the University is the Faculty Senate, which provides the primary channel of communication between the faculty and the administration:

The Faculty Senate functions as the deliberative body, the voice, and the primary agent of faculty involvement in University governance of the faculty of Duquesne University. The Senate consists of representatives of full-time faculty, including administrators who have faculty status, and professional librarians. Its purpose, according to statute, is to provide greater opportunity for mutual understanding and effective communication between the faculty and other interdependent components within the University (Statute VIII; appendix FHB, p. 22).

The Faculty Senate consists of two elected bodies: the executive committee and the assembly. The Faculty Senate Executive Committee includes four Senate officers (president, vice president, treasurer, and secretary) who are elected for a two-year term based on a vote of the entire faculty. The remainder of the Executive Committee is composed of the immediate past president and faculty representatives elected by each of the schools, except for the School of Leadership (which has only one full-time faculty member). Faculty representatives are elected within their respective schools for a two-year term. The assembly is made up of members elected on a proportional basis by each school. The number of representatives from a school is based on the number of faculty in the school divided by fifteen. The executive committee meets monthly during the academic year. The assembly meets at least once each semester.

The Senate is an important channel for communicating with the faculty and for seeking their opinions and recommendations on matters of significance. The previous administration was more likely to use ad hoc committees, structures, and procedures outside of the Faculty Senate. In contrast, the current administration works with the Faculty Senate to consult faculty on matters of importance by asking the Executive Committee to hold open forums for faculty dialogue. As discussed in Chapter 5, the Senate has facilitated discussion and decision making on such issues as the revised *Faculty Handbook*, student evaluation of teaching, and the University Core. For example, in spring 2006, after nearly four years of study and discussion, the University Core Committee was ready to present a revised core curriculum for faculty approval. Although the proposal had been vetted by the faculties of the individual schools, there remained, not surprisingly, a lingering caution and even wariness about adopting the new curriculum. The provost asked the Senate to sponsor an open forum at which faculty from across the university were invited to discuss their concerns with the chair of the Core Committee. Apparently, this wider participation in the conversation about the core curriculum satisfied many faculty concerns, because when the Senate conducted the voting process one month later, a substantial number of the faculty participated, and nearly 90% approved the revised Core.

The efforts by the administration and Faculty Senate leadership to engage faculty in discussion about matters of importance to Duquesne's educational mission have encouraged renewed participation in the Senate. However, as noted in Chapter 5 only 39% of the respondents to the 2005 Higher Education Research Institute (HERI) survey felt they were sufficiently involved in campus decision making (*Comparison of Duquesne University*, appendix C3-7, p. 6). This finding may be influenced by several factors. The first may be the increased demands on the time and energy of junior faculty owing to higher expectations for research and publication. Because junior faculty spend their first six years at Duquesne emphasizing teaching and research needed to earn tenure, it is less likely that they will be able to contribute significant service to the University, including participation in faculty governance. A second factor may be that since many faculty members, both senior and junior, do not consider themselves adequately rewarded for undertaking the demanding and time-consuming tasks of participation in the Faculty Senate and of serving on committees generally, there is limited motivation to do so. Finally, whereas some faculty perceive that the current administration seeks meaningful faculty involvement, others question whether their input on matters of significance, notably budget matters, would be adequately considered. These are issues that are being addressed as both the administration and the faculty continue to foster collegial dialogue within a climate of reciprocal respect.

Whereas the Faculty Senate is the principal means of communication between the faculty and the administration, the Senate president represents the faculty in ex-officio appointments to the University Budget Committee, the Academic Council, the University Council chaired by the president, and the University Events and Honors Committee. The Senate president also reports on faculty matters at the meetings of the Board of Directors.

THE STUDENT ROLE IN GOVERNANCE

Duquesne students have a significant role in many decisions that affect them, including those related to the leadership and governance of the University. Students are encouraged to accept some responsibility for the well-being of the University through cooperation with the faculty and administration and by participation in the decision-making process. There are numerous methods by

which the faculty and administration solicit input from the students. Some of the most common are student participation on various committees, teaching evaluations, and one-on-one conversations between students and faculty, and students and administrators.

The spirit and mission of the University allow for an open dialogue between the student body and administration. Several committees and forums encourage this discussion, and campus-wide decisions arise from this close interaction. Article III of *The Code of Student Rights, Responsibilities and Conduct* (appendix C1-1, p. 12), states:

The University recognizes that students are entitled to participate in the formulation of rules, regulations and policies directly affecting student life. Participation shall be provided through the Student Government Association and through student participation on University committees and councils.

The SGA president, typically an undergraduate, is elected to be the primary liaison between the student body and the administration. The SGA president attends meetings of the University Board of Directors. The president and the SGA vice president of finance offer information and opinions to the committees that oversee the University budget for the fiscal year following their election as student officers. Each member of the student Executive Board accepts committee assignments, whether on University committees or on committees composed wholly of students. These include, but are not limited to, the Student Life Advisory Committee, the Academic Council, the President's Advisory Council on Diversity, the Athletics Committee, Auxiliary Service Committee, and student ad hoc committees established throughout the year in accordance with the *Constitution of the Duquesne University Student Government Association* (appendix C3-8). An occasional problem, however, is that committees cannot always count on regular attendance by the student representatives. Another challenge is that the SGA holds its election for new officers in the spring term, and the turnover in leadership often results in new students joining already established committees.

Graduate student involvement in governance is less visible at the university-wide level. Many graduate students are part-time and often attend to more family and work responsibilities than do undergraduates. Moreover, at Duquesne, graduate student associations are often organized around departments or schools. For example, English graduate students join the English Graduate Organization (EGO), the Philosophy Department has the Graduate Students in Philosophy (GSIP), and MBA students may join the Donahue Business Society. There is also an organization for Graduate Students of Pharmaceutical Sciences. The McAnulty Graduate School of Liberal Arts underwrites the Graduate Student Organization (GSO), which is theoretically open to all graduate students, although, in fact, the actual membership comes from liberal arts. For over a dozen years, the GSO has sponsored an annual interdisciplinary conference for graduate students, which attracts both local and regional participants.

Students often participate in search committees. For instance, leaders from campus organizations may be invited to participate in the search to fill a Student Life position, and both graduate and undergraduate students from one of Duquesne's ten academic divisions are enlisted to assist in the selection of a new academic dean and of new members of the faculty. Students are viewed as equal contributors in the process of reviewing applications, interviewing the applicants, and framing recommendations in accordance with the best interests of the student body.

An outlet for all students to provide feedback concerning their academic experience is the Student Evaluation Survey (formerly the TEQ), which is distributed to students in most classes, typically

toward the end of every semester. This is the opportunity for students to reflect on each course by evaluating and commenting on the content that they learned, the teaching methods employed, suggestions for improvement, and general comments. These are confidential and anonymously rendered evaluations, and the results are shared with each instructor. The student evaluations of teaching also serve as evidence when faculty members apply for tenure.

Perhaps the most valuable way for students to affect decision-making is through the personal relationships established between them and the faculty and administration. These strong relationships that extend beyond the classroom make it possible to have continuous communication between faculty and students. At Duquesne, there is a unique sense of cooperation, understanding, and community. Because of its size and focus on students as persons with dignity, faculty and administration manifest a genuine interest in the personal, professional, and spiritual development and success of every student.

CONCLUSION

Duquesne has made the transition to a new administration including changes in nearly every executive leadership position within a relatively short time period. The past five years in particular have been successful in introducing campus wide processes including strategic planning, capital budgeting, facilities planning, and the implementation of a new enterprise management system. Faculty and student participation in governance has been strengthened through joint efforts of the administration, the Faculty Senate, and the SGA. Both the Board and the Corporation have instituted processes for self-assessment; performance appraisals are completed annually and ask each employee to reflect on how he or she contributes to the achievement of the University's mission. Increasing campus diversity and recruiting women and people of color for leadership positions has become a strategic priority.

RECOMMENDATION

- The priority given by the Board to efforts to increase its diversity should be clearly documented and should continue to be a topic of its self-assessment.

SECTION III: STUDENT LIFE

CHAPTER 4: STUDENT ADMISSIONS AND SUPPORT SERVICES

STANDARD 8

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

STANDARD 9

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

INTRODUCTION

In support of Duquesne's Catholic Spiritan identity and mission, the admissions and student services policies and practices embrace Duquesne's strategic plan by focusing on successful student learning outcomes and recognizing the interests, goals, and abilities of every individual student. Student services promote comprehensive development of students that includes a concern for moral and spiritual values and places an emphasis on service to the community and the world (see students *Support Services* brochure, appendix C4-1).

All three goals of the strategic plan focus on strengthening the ways Duquesne fulfills its mission to serve God by serving students. Framed by its second goal, to enhance the quality of our students' experience, it includes several objectives specific to admissions and student services. The plan endorses more selective admissions policies that aim to recruit students with records of leadership and service (2.1, 2.3). It calls for improvement in student advisement (2.6), residential life (2.7), student conduct programs (2.5), competitive varsity sports (2.9), and opportunities for student leadership and service (2.3; see *Duquesne University Strategic Plan 2003–2008*, appendix SP).

At Duquesne, the term “admissions” encompasses the acceptance and integration of all undergraduate, graduate, transfer, international, part-time, adult and non-degree students. The Office of Admissions handles undergraduate admissions; other offices are responsible for graduate and international admissions, but all these offices, along with Financial Aid, report to either the associate vice president for enrollment management or the provost. The Student Life Division is responsible for student support services, including Commuter Affairs, Multicultural Affairs, Residence Life, Health Services, student programs, activities, and publications, Greek life, and Judicial Affairs (for a complete listing see the Student Life web site, <http://www.studentlife.duq.edu/dep.html>).

Because admissions and student services functions are often closely related, a single committee, composed of representatives from undergraduate admissions, advisement, financial aid, and the various units that provide student services, developed the research questions for both standards eight and nine. However, because of the complexity of the two areas, two committee co-chairs were appointed, each having responsibility for overseeing the research of one area. Although it considers each area separately, this chapter reflects the collaborative efforts of the members of the committee in examining how successfully the areas are meeting the challenges posed by the strategic plan. The co-chairs vetted drafts of their respective reports with the vice president for Student Life and unit

directors, and incorporated the reviewers' comments and recommendations into the final versions of their reports.

STUDENT ADMISSIONS

The Office of Admissions is charged with collaboratively and consistently enrolling and retaining the appropriate variety, quality, and quantity of students for the University to meet its mission as a Catholic Spiritan university, and to provide the human and financial resources that are required to remain competitive in the educational marketplace.

To determine whether Duquesne achieves these student admission goals, the research committee addressed the following topics:

- The overall functioning and degree of effectiveness of student admissions
- The admissions enrollment management plan, strategies, and policies
- Marketplace factors, educational trends, and regulations
- Enhancing the quality of the student experience and student retention
- International admissions and diversity
- Assessment methods used to evaluate the student admissions process
- Student communication and feedback
- Financial aid distribution, process, and efficacy
- Quality improvement in admissions

A full list of research questions can be found in the self-study design document (appendix SSD, pp. 17–18).

ENROLLMENT MANAGEMENT STRATEGIES

The overall enrollment strategy is based on data analysis, marketing incentives, a structured communication sequence, and quality customer-relationship management. A structured decision-making approach integrates qualitative information with quantitative analysis of market determination, admissions criteria, conversion rates, and scholarship discounts. The use of data analysis helps to ensure that there is quality assurance and control throughout the prospect-to-student admissions life cycle. For example, a web-based survey was recently utilized to collect recruitment event data (see *Enrollment Management Strategies*, appendix C4-2).

INTERCAMPUS COLLABORATION

The Offices of Admissions, Financial Aid, and International Programs work autonomously, yet synergistically, to provide admissions and financial aid excellence. The enrollment plan for recruitment, retention, and marketing ensures congruence among the efforts of multiple personnel and offices. Admissions representatives meet with academic administrators across the University to ensure that all admission practices and standards support accreditation requirements. Academic representatives are actively involved in the admission activities of marketing, special events, admission guidelines formulation, review of academic credentials, and selection of accepted students. This collaboration between admissions representatives and the academic units has fostered understanding, professional development, compliance with accreditation bodies, and perhaps most importantly, the enrollment of a diverse group of highly-qualified applicants.

Duquesne has actively and successfully integrated student demographic, competitor, and enrollment trend data into its strategic planning and enrollment strategy efforts. External provider services such

as the enrollment search services of the College Board, along with information from internal Institutional and Enrollment Research offices, are regularly utilized and assessed.

The Offices of Admissions and Enrollment Research work together with representatives from the Office of Planning and Budget to model and forecast annual patterns of enrollment (see *Key Budget Assumptions; Enrollment*, appendix C4-3). This research is then integrated into the University's budget projections. Ongoing collaboration with the Management and Business Division in preparing a freshman and transfer enrollment projection model has resulted in more accurate budget design and enrollment projections.

TARGETED MARKETS

Research has helped us to understand Duquesne's position in the education marketplace. Internal and geo-demographical data, gathered through public sources, discussions, and directed questions on the undergraduate application, are used to identify viable markets. This information assists us to identify academic competitors and correctly monitor and oftentimes predict marketplace behavior resulting from changing consumer, economic, and regulatory trends, as well as behavior in the undergraduate, graduate, professional, and continuing education markets.

Duquesne uses enrollment research data to maximize its position in identified feeder markets and to selectively explore new markets. Efforts must be targeted where they will have the greatest impact and will be most likely to increase the probability of students enrolling. Our recruitment strategy is simple but realistic: to maximize our position in our traditional, feeder markets and then explore new markets based on research. As a result, we have become more attentive to our regional customers, to our feeder markets where we have market share and strength, and to penetration. Duquesne, like the majority of private institutions, has a regional enrollment base, and, as such, enrolls 85% of its students from Pennsylvania and the regional states. We continue a strategic cultivation of new markets based on internal research and demographical information provided by the College Board's Student Search Services. Successful student enrollment has generated adequate revenues to enable us to selectively explore new markets; our investigations are guided by such questions as: what is the market potential; is it a growing segment; are students willing to relocate; and has the area been cultivated by competitors?

STUDENT COMMUNICATION AND FEEDBACK

The Office of Admissions is charged with creating recruitment materials that effectively communicate the University's mission and our intention to attract and enroll a select group of academically talented students who are geographically, economically, and culturally diverse, and who are engaged in leadership and public service experiences. Duquesne strives to communicate a consistent and effective message across its many publications and media. To this end, the Office of Admissions and Public Affairs jointly developed a strategic communications and marketing plan comprising print, electronic and telephonic pulses, and television and radio ads. A phone-based communication marketing technology tool (Connect-ED) supplements the current communication marketing plan.

Printed materials, including the viewbook (see *Do More For Your Future* appendix C1-17), information on admissions criteria, financial aid procedures and deadlines, and applications forms are mailed to prospective as well as admitted students, starting in their junior year of high school. On-campus information sessions for prospective students are held regularly throughout the year. Admissions personnel conduct high school visits and attend national college fairs throughout the country.

Graduate school personnel also attend graduate school fairs and mail materials to prospective students.

The Office of Admissions web site is a central repository for admission and financial aid information, criteria, and policies. The *Duquesne University Fact Book 2007* (appendix FB) prepared by the Office of Institutional Research and Planning (IRP) is available to prospective students as well as the public at large on the web (see the fact books on the IRP web site, <http://www.irdp.duq.edu/factBook.html>).

Internal and external customer feedback is collected through client discussions and surveys. The Office of Enrollment Research annually calculates win-loss statistics. Matriculated students are asked to name the institution that they would have attended had they not selected Duquesne. A data set of accepted, non-matriculated students is submitted to the National Student Clearinghouse to determine the schools that these non-enrolled students chose. Other key performance data are also tracked and shared with our academic and administrative colleagues across the University. This information is then used to help formulate admission and scholarship strategies.

MEETING STRATEGIC OBJECTIVES

Strategic objective 2.1 calls for making student admissions more selective by raising the average SAT score of admitted freshmen by 5% and decreasing acceptances by 10% by 2008 (appendix SP, p. 3). These benchmarks were achieved by the 2006 entering class. In spite of the “quality versus quantity” constraints, the University has recently enrolled some of its largest and most academically competitive students in its 129-year history. As seen in the following tables, in the last five years, Duquesne has increased the quantity (count) and quality (selectivity) of each consecutive freshman class, in part by strategically increasing the discount rate. We have successfully maintained the competitive profile of the 2007 freshman class, which was reflected in its average SAT score of 1120.

Table 1. Academic Quality

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Average SAT (math)	544	559	561	563	570	564
Average SAT (verbal)	546	558	557	568	557	556
Average SAT (combined)	1,090	1,117	1,118	1,131	1,127	1,120
National SAT average	1,020	1,026	1,026	1,028	1,021	1,017
Variance (+ / -)	+ 70	+ 91	+ 92	+ 103	+ 106	+ 103
Pennsylvania SAT average	998	1,002	1,003	1,004	993	992
Variance (+ / -)	+ 92	+ 115	+ 115	+ 127	+ 134	+ 128
Freshmen in top 25% of high school class	51%	57%	54%	58%	57%	56%
SAT scores reported to Duquesne University	4,067	4,549	4,549	4,999	4,911	5,118

Source: Appendix FB, p. 24 and Office of Admissions

As seen in Table 2, enrollment selectivity from fall 2002 to fall 2007 substantially increased, as the freshman acceptance rate decreased from 91% to about 74%. Based on high school grades, standardized test scores and extracurricular activities, the 2006 freshman class was the most

academically-prepared and selective in Duquesne's history. Market research shows that the freshmen and their parents decided on Duquesne because of its long history and mission of providing comprehensive student services; academic quality and range of academic offerings; affordability based on scholarship and financial aid programs; high retention and graduation rates; location; ability to prepare students for advanced education; and the quality of student life experiences (*Bluff Stuff*, Vol. 3, fall 2006, appendix C4-4, p. 1).

Table 2. First-Year Freshmen

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Applications	3,879	3,894	3,221	4,740	5,252	5,374
Acceptances	3,541	3,280	2,741	3,789	3,807	3,993
Enrollment	1,431	1,492	1,214	1,328	1,325	1,361
Acceptance rate	91%	84%	85%	80%	72%	74%
Matriculation rate	40%	45%	44%	35%	35%	34%

Source: Appendix FB, p. 23 and Office of Admissions

RETENTION AND GRADUATION RATES

The freshman-to-sophomore year retention rate increased from 87.1% in fall 2001 to 89.2% in fall 2004. This rate is above the national combined average of 74.5% for public and private institutions, as well as the 75.1% national average for selective, private institutions. The six-year graduation rate for the fall 2000 freshman cohort was 70%, which was higher than the national graduation rate of 51% for public institutions and 63.3% for private institutions (see freshmen cohort graduation rates in appendix FB, p. 15)

Through changes in admissions criteria or procedures, numerous strategies have been implemented to improve student retention, including:

- Better market segmentation and research to define the profile of high school students most likely to remain at Duquesne
- Improved marketing materials and electronic delivery systems that enable prospective students to more easily access information related to Duquesne and admissions
- School-specific standards of admission to include a thorough and consistent review of the high school curriculum, grades earned, standardized test scores and, in certain health science programs, job shadowing and experiential education
- Information to applicants, before the deposit is due, about the total cost of attendance, financial aid counseling and payment policies to help families determine if Duquesne is the right financial fit for their student
- Open house events, one-on-one counseling sessions, and opportunities for prospective students and their parents to talk with currently enrolled students and academic, administrative, and Student Life professionals
- Identification and assessment of students with special needs, with resources aligned before the start of the fall semester, to ensure a smooth transition to the University academic environment
- A new student orientation program that has won awards from the National Orientation Directors Association in four of the past five years

Students who withdraw prior to attaining their educational objectives are interviewed to determine their reasons for leaving. Faculty, staff, and resident advisors are trained to recognize students at risk of attrition, who are then referred to appropriate University services. University departments work collaboratively to ensure that all students are aware of the array of available academic and support services. Statistical information is gathered and used in an effort to develop academic and/or social profiles of students who may be at risk of attrition so that early intervention can occur.

LEADERSHIP AND SERVICE AS ADMISSIONS CRITERIA

Strategic plan objective 2.2 calls for the recruitment of students who have records of leadership and service and for an increased emphasis to be placed on these qualifications in admissions decisions. The following approaches have been implemented throughout University admissions practices to meet this goal:

- The enrollment application requires students to provide evidence of leadership and service, and the majority of applicants are actively involved in both types of activities. As a result, the Office of Student Life has experienced a large increase in the number of students who want to assume leadership positions within clubs, organizations, and student government, because they held similar positions in high school.
- Leadership and service are factored into the scholarship strategy along with high school performance and standardized test scores.
- The majority of referrals to the Honors College are not only academically superior (with an average 3.5 GPA and minimum SAT score of 1300), but also highly engaged in school, social service, and church initiatives.
- The Office of Admissions hosts and participates in student leadership events such as the Johns Hopkins Center for Talented Youth, Model United Nations, PA Association of Student Council Leaders, Academic Games Tournament, Pennsylvania Governor's School for Health Professions, and the Pittsburgh Public Schools' Expo of Excellence.
- The Chancellor's Scholarship is offered to applicants with very high standardized test scores and a heavy engagement in leadership and outreach activities.

ENHANCING THE QUALITY OF THE STUDENTS' EXPERIENCE

The strategic plan goal to enhance the quality of our students' experience embraces the entire spectrum of Duquesne students and their needs. As discussed in Chapter 1, Duquesne offers programs and services to assist admitted students who marginally meet the admission qualifications to achieve expected learning goals and outcomes.

The Office of Admissions and the Spiritan Division staff collaboratively identify eligible students. In 2006, the Spiritan Division enrolled the most selective and academically competitive group of students in the program's history. Admissions assisted in the implementation of an additional summer session for minority high school students. The fall 2006 cohort of fifty-two freshmen had the program's highest average high school GPA of 2.87 and demonstrated academic success with 50% earning a QPA of 3.0 or above and eight students achieving Dean's List (3.5 QPA) honors (C1-13, p. 15, 50).

Likewise, the Honors College seeks to enhance the student experience of our most academically talented students. These highly qualified students take more challenging Core courses as well as having additional experiential opportunities. In 2004, the Honors College raised its academic SAT requirements from a minimum of 1200 to 1300; the entering class of 2005 had an average score

approximately 200 points above the University average, the highest average for the program to date (*Honors College 2005–2006 Annual Report*, appendix C4-5, p. 4).

INCREASING STUDENT DIVERSITY

The strategic plan emphasizes the need to increase the diversity and the numbers of underrepresented groups in the University community; therefore, it is essential that the Office of Admissions seeks students who are not only academically talented and intensely engaged, but who also add to campus diversity. Duquesne continues to accept students independent of their ability to meet the cost of attendance. This commitment to a need-blind admission policy is important as Admissions continues to work on strategies to develop the racial, gender, geographic, religious, and economic diversity of our student body. Some specific strategies in the admissions diversity plan (appendix C4-6) include:

- Develop and implement innovative recruitment programs such as hosting a financial aid workshop in select inner city high schools.
- Collaborate with the Spiritan Division to utilize existing programs and develop new programs.
- Continue to work closely with current interventions such as the Career Literacy for African American Youth (CLAAY), the Thea Bowman Foundation, the Learning Skills Center's Program for Academic Coaching through Tutoring (PACT), and others.
- Visit local city high schools and guidance counselors as well as those in cities with high populations of talented minority students such as New York City, Detroit, Philadelphia, and Washington, D.C.
- Establish relationships with church and social service agencies, and connections with Duquesne minority alumni.
- Optimize funding opportunities to secure specific scholarships for minority students and to ensure that our financial aid and scholarship funds are competitive with other institutions.
- Increase diversity of the professional and administrative staff and the student assistants in the Admissions Office and provide staff training on diversity recruitment.
- Develop regular and systematic contacts with diverse prospects and applicants.

About 32% of students who enrolled through the Spiritan Division in 2007 are minorities; however, most minority students (81% in 2007) are admitted directly to their intended programs of study. While the numbers of enrolled minority students has remained constant over the last several years, their academic quality and preparedness (as measured by their SAT scores) has improved across all ethnic categories. Due to concerted University efforts to leverage institutional scholarship funds to enroll more academically talented minority students, the minority cohort has a higher discount tuition rate than non-minority students. Benchmarking minority enrollments for the fall 2005 freshman class at other private institutions shows Duquesne's minority statistics very comparable to like-colleges and universities (*Ethnic Diversity Update*, appendix C4-7, p. 4).

Retention rates for minority students are high. The one-year retention rate for fall semester 2006 first-time, full-time freshman (FTFTF) minority students at Duquesne is 82% (the actual numbers are 60 out of 73). Minorities are defined as black, non-Hispanic, Hispanic, American Indian/Alaskan Native, and Asian/Pacific Islander students. The corresponding retention rate for black, non-Hispanic students is 84% (21 out of 25 returned). The corresponding rates for all fall 2006 first-time, full-time freshmen and for white, non-Hispanic students are 88% and 89%, respectively.

Table 3. Freshman Enrollment History by Ethnicity

Ethnicity	Fall 2007	Fall 2006	Fall 2005	Fall 2004	Fall 2003
Asian/Pacific Islander	29 (2.1%)	32 (2.4%)	23 (1.7%)	27 (2.2%)	26 (1.8%)
Black/African American	45 (3.3%)	26 (2.0%)	43 (3.2%)	38 (3.1%)	47 (3.2%)
Hispanic/Latino (includes Puerto Rican)	15 (1.1%)	22 (1.7%)	15 (1.1%)	20 (1.7%)	17 (1.1%)
Native Alaskan American Indian	2 (0.1%)	2 (0.2%)	2 (0.2%)	0 (0.0%)	2 (0.1%)
Other (mixed race)	13 (1.0%)	15 (1.1%)	19 (1.4%)	17 (1.4%)	17 (1.1%)
Minority total	104 (7.6%)	97 (7.3%)	102 (7.7%)	102 (8.4%)	109 (7.3%)
White	1,205 (88.5%)	1,171 (88.6%)	1,141 (86.0%)	1,023 (84.7%)	1,263 (85.1%)
Ethnicity not Reported	52 (3.8%)	54 (4.1%)	83 (6.3%)	83 (6.9%)	113 (7.6%)
Total	1,361 (100%)	1,322 (100%)	1,326 (100%)	1,208 (100%)	1,485 (100%)

Source: Appendix C4-6, p. 2 and Office of Admissions

Table 4. Enrolled Freshmen: Six Year SAT Average Comparison

Ethnicity	SAT Averages						Fall 2006 vs Fall 2001
	Fall 2006	Fall 2005	Fall 2004	Fall 2003	Fall 2002	Fall 2001	
Asian/Pacific Islander	1,088	1,119	1,158	1,085	1,075	1,054	+ 34
Black /African American	1,028	1,018	1,019	975	979	915	+ 113
Hispanic/Latino (includes Puerto Rican)	1,110	1,115	1,013	1,050	1,017	937	+ 173
Native Alaskan American Indian	1,200	1,100	N/A	1,025	1,050	1,140	+ 60
Other (mixed race)	1,077	1,048	1,108	1,036	1,062	1,034	+ 43
White	1,131	1,136	1,124	1,126	1,096	1,090	+ 41
Ethnicity not reported	1,114	1,143	1,114	1,111	1,127	1,107	+ 7
All DU freshmen	1,127	1,131	1,118	1,117	1,090	1,080	+ 47
National	1,021	1,028	1,026	1,026	1,020	1,020	+ 1
Pennsylvania	993	1,004	1,003	1,002	998	999	- 6

Note: While the numbers of enrolled minority students have remained constant over the last several years, their academic quality and preparedness—as measured by the SAT—has improved dramatically. In a fall 2001 meeting with the president, provost and vice president for Student Life, a decision was made to increase the academic qualifications of all students. The SAT was determined to be an important measure of student academic ability.

INTERNATIONAL ADMISSIONS

The Office of International Programs, in collaboration with the Office of Admissions, is charged with the admission of all undergraduate international students, and supports the admission process of all graduate international students, which includes all non-U.S. citizens residing in the United States and throughout the world. The Office of Admissions and OIP, though autonomous in location and staff, interact as they share mutual admission goals.

OIP's strategic plan focuses on areas that bring diversity to the University and enhance the overall demographics of Duquesne students. OIP adheres to the admission standards set by the Office of

Admissions and academic units and additionally focuses on the many variables that affect student admissions as a result of diverse educational systems around the world. Students are recruited internationally by building beneficial relationships with prospective students, families, counselors, governmental agencies, and embassies to attract talented students worldwide.

In spite of recruiting challenges caused by more stringent federal mandates and reporting procedures, enrollment for new and returning undergraduate, graduate, and non-degree international students has remained steady from 2002 through 2007. The majority of the 2006–2007 international students are citizens of Saudi Arabia, Korea, Turkey, India, and the People's Republic of China (see *International Student Totals as of Spring 2007*, appendix C4-8).

The English as a Second Language program (ESL) provides critical language and cross-cultural adjustment support for undergraduate, graduate, and “English Only” international students admitted to Duquesne. It also provides continuous co-advisement of all degree program students enrolled in ESL.

GRADUATE ADMISSIONS

The Office of Institutional Research and Planning maintains graduate enrollment data for all of the graduate schools for inclusion in the annual fact book. Graduate enrollment totaled 4,274 students in fall 2005 and 4,433 students in fall 2006. About 71% of these students were full-time.

The admissions process for graduate students (enrollment planning, admissions criteria, recruitment and marketing, selection and administration) is managed exclusively by the ten graduate schools at Duquesne. Each school is also responsible for its own data collection and maintenance, and analyses of enrollment trends. All graduate programs must support the University mission and show evidence of enrolling high quality students. Until recently, verification of a school's compliance was difficult to assess because there was no central admissions or administrative office for graduate studies. The University Graduate Council now is responsible for periodic assessment of programs (see the description of the Graduate Council at the Academic Affairs web site, <http://www.academicaffairs.duq.edu/acadinitatives.html>; see also *Graduate Council Meeting March 13, 2007: Meeting Summary*, appendix C4-9).

In October 2006, a recommendation was presented to the Graduate Council to establish a central recruitment and admissions office for graduate education. The proposal's goal was to strengthen the graduate admissions process, recruitment and marketing, data collection, and strategic enrollment planning and management. The Graduate Council supported the proposal in concept. In summer 2007 the University created a new position and hired a graduate computer applications specialist to extend the online Banner application to all graduate schools, manage the resulting online applications, and provide technical support for other graduate recruitment and admissions functions. Graduate admissions personnel from all schools formed a Graduate Admissions Working Group to oversee these activities. The Executive Director of Admissions was asked to assume the additional position of associate vice president of Enrollment Management with responsibility for both undergraduate and graduate enrollment. He recently formed an advisory Graduate Admission Committee with a representative of each graduate school. An important component of his job will be to identify and explore issues that impede or promote graduate enrollment.

The online Banner application became available for the three largest graduate schools (Business, Education and Liberal Arts) in July 2007 and for the School of Leadership in late summer. After a period of testing and refinement the hope is to extend the online application to the remaining graduate schools, excepting the School of Law, by spring 2008.

A desire to improve communication with prospective students beyond what Banner can support led the graduate schools to examine a number of customer relationship management (CRM) systems. Four graduate schools (Business, Education, Liberal Arts, and Leadership) offered to pay to pilot a CRM system, iModules, during AY07–08. The University signed a three-year contract, and personnel from the four schools attended training in the new system in fall 2007. The system will be available to any of the ten graduate schools that want to use it.

To improve the University's graduate web presence Public Affairs, the Graduate Council, and the Graduate Admissions Working Group collaborated on creating new "Graduate Studies" web pages on the University's web site. They markedly improved the presentation of graduate opportunities at Duquesne when they went up in July 2007. In addition, Public Affairs contracted with Elliance, a local web development firm, to create model web site maps and wireframes for four varied graduate programs, the MBA in sustainable business, instructional technology (School of Education), computational mathematics (Liberal Arts), and chemistry and biochemistry (Bayer School of Natural and Environmental Sciences). Based on the resulting models Public Affairs will assist other graduate programs to revamp their web sites over succeeding months so that they will become more effective graduate recruitment tools.

ENHANCING ADMISSIONS PERFORMANCE

Continual reflection and evaluation are essential for the Office of Admissions to remain competitive in the higher education market. The admissions plan, processes, policies, and procedures are essential components that must be systematically assessed and analyzed.

An example of ongoing efforts to identify problems, assess options, and improve service is the recent proposal from the Office of Admissions, the Enrollment Management Committee, and the Office of Planning and Budget to reduce the required GPA to 2.5 for renewal of admissions-based scholarships (see *Admissions Controlled Academic Scholarship Renewal Proposal*, appendix C4-10). Extensive calculations determined that this change would greatly benefit the students and the University.

Over the past few years, a number of changes have been initiated to enable admissions personnel to better serve prospective students. These have included a new Office of Admissions training manual and training day schedule (see *Duquesne University Undergraduate Admissions Training Manual*, appendix C4-11); new staff development, training and mentoring programs; more competitive salaries to retain experienced counselors; assignment of key responsibilities in the daily operations of the office to specific staff members; and new procedures to ensure efficient and timely processing of inquiries and applications.

Duquesne has been able to retain a mature, experienced, and diverse admissions staff, in part due to the competitive compensation and professional development strategies. Staff members are actively involved and have assumed leadership positions in professional organizations such as the Pennsylvania Association of Colleges Admissions Counselors, the National Association of College

Admissions Counselors, and the American Association of Collegiate Registrars and Admission Officers.

Relationships have been strengthened with high school guidance counselors, members of the clergy, social service agencies, and other college and universities through affiliations with the Pittsburgh Council on Higher Education, the Pennsylvania Association for College Admissions Counselors, and the National Association for College Admission Counseling. Major admission events were refined by identifying and integrating best practices for student tours, communications, and professional standards in order to better showcase the University (see appendix C4-2).

FINANCIAL AID

Strategic objective 1.9 states that Duquesne will increase financial aid for those with need, and that more funds will be made available for financial assistance, especially in grant in aid (appendix SP, p. 1). From 2004–2007, Duquesne's total need-based financial aid increased from \$74.6M to \$86.7M while the non need-based aid increased from \$17.9M to \$20.2M (2004–2005 *Common Data Set*, <http://www.irdp.duq.edu/pdf/2004-05ComDataSet.pdf>, p. 22; and 2006–2007 *Common Data Set*, <http://www.irdp.duq.edu/pdf/CDS200607ComDataSet.pdf>, p. 21).

Table 5. Total Financial Aid Awarded

	2005–2006		2006–2007	
	Need based	Non-need based	Need based	Non-need based
Scholarship/Grants				
Federal	\$3,235,881	\$0	\$3,318,783	\$0
State	\$6,130,017	\$117,481	\$6,839,693	\$154,910
Institutional	\$21,791,668	\$8,725,961	\$22,825,367	\$8,971,803
External	\$2,911,752	\$615,291	\$2,852,172	\$781,725
Subtotal	\$34,069,318	\$9,458,733	\$35,836,015	\$9,908,438
Self-help				
Student loans	\$28,219,970	\$3,649,741	\$32,401,771	\$4,621,859
Federal work-study	\$5,817,786	\$0	\$4,569,512	\$0
Subtotal	\$34,037,756	\$3,649,741	\$36,971,283	\$4,621,859
Other				
Parent loans	\$9,068,169	\$1,970,022	\$8,974,364	\$2,114,308
Tuition waivers	\$2,528,502	\$1,405,276	\$3,125,108	\$1,805,052
Athletic awards	\$1,677,386	\$1,935,461	\$1,757,619	\$1,832,004
Subtotal	\$13,274,057	\$5,310,759	\$13,857,091	\$5,751,364
Total financial aid	\$81,381,131	\$18,419,233	\$86,664,389	\$20,281,661

Source: Appendix FB, p. 76

In FY 06–07, over \$106.9M in need-based and non need-based (including merit-based) financial aid was awarded to undergraduate students. Of undergraduate students who applied for financial aid and had financial need, 100% were awarded some form of financial aid and 97.6% were awarded assistance in the form of a scholarship or grant. The undergraduate discount rate is about 35%. The average percentage of need met for undergraduate and graduate students was 89% and 85.4% respectively. Duquesne uses the Federal Methodology in calculating student financial need. The

average amount of the financial aid package for undergraduate freshmen students decreased \$1,429 from 2005 (\$16,697) to 2006 (\$15,268). The average cumulative undergraduate indebtedness increased from \$21,493 in 2005 to \$27,080 in fall 2006 (2006–2007 *Common Data Set*, <http://www.irdp.duq.edu/pdf/CDS200607ComDataSet.pdf>, p. 21).

The majority of graduate students finance their education through a variety of options including student loans, assistantships, and employer reimbursement programs. In FY06–07 Duquesne awarded over \$5.2M in assistantships to graduate students.

The OIP administers the Libermann Scholarship program for international students in conjunction with the Office of Financial Aid. Since non-U.S. citizens are not eligible for U.S.-based financial aid programs, this scholarship assists in attracting academically talented and motivated students from around the world.

In addition to coordinating financial aid awarded to students, the Office of Financial Aid staff also works with prospective and enrolled undergraduate and graduate students to help educate and guide them through the financial aid process through publications, the web site, one-on-one appointments, and outreach activities such as financial aid information sessions, Financial Aid Awareness week, direct mailings, and communication with departments across campus.

Staff strive to educate students on financial aid matters through the web site, publications, personal appointments, and other means, to help them become proactive and well-informed regarding financial aid policies and procedures. Learning outcomes are positively influenced by financial aid programs such as the Federal Work-Study program, which contributes to students' inter-personal and communication skills, career development, and knowledge that they are contributing members of the University community.

QUALITY IMPROVEMENT IN FINANCIAL AID OFFICE

Over the past four years, with the appointment of a new director and a new assistant director, the Office of Financial Aid has created more open lines of communication with other departments and provided a new focus on customer service. Staff members are encouraged to collaborate with other departments on campus in committee work and to join external advisory boards and financial aid associations.

Increased student applications and enrollment over the past several years have significantly increased work demands on the counselors and staff. Space constraints and increased workloads are the current challenges for the Office of Financial Aid. A further challenge is the fact that the work done in the Financial Aid Office is largely manual. But, over the last four years, the loan process has been mostly automated for both federal and private loans. New freshman scholarship processing has also been made more efficient by partnering with the Office of Admissions. The administration of endowed scholarships has become more centralized, although conducted in close collaboration with the schools. The implementation of Banner benefits Financial Aid in numerous ways, for example, by enhancing letter and e-mail generation and allowing counselors more time to work one-on-one with students and parents.

STUDENT LIFE

From the day students matriculate and participate in new student orientation the mission and student engagement of the mission are promoted and supported, not only through the University's

academic programs but also through the services, activities, and organizations overseen by the Student Life Division.

In studying the wide range of student services, the research committee wished to determine how effectively these areas support all students in achieving the goals of Duquesne's mission. Because the strategic plan emphasizes improvements in residential life, student conduct programs, varsity sports, student advisement, leadership opportunities and service to the community (objectives 2.3, 2.5, 2.6, 2.7, 2.9, appendix SP, p. 3), the committee also looked for evidence of improvements in these specified areas. The review process addressed the following topics:

- The overall quality of the student experience
- Student engagement of the mission, specifically their opportunities for leadership and service
- Student advisement and its impact on academic and developmental needs and career goals
- The maintenance and understanding of policies on student conduct, student grievances, and privacy of information
- Academic and administrative procedures of athletic programs
- The quality of residential life

ENHANCING THE QUALITY OF THE STUDENT EXPERIENCE

The quality of the student experience is dependent upon ongoing identification and meeting of academic and developmental needs. A wide spectrum of services and qualified professionals facilitate this process. Human Resources supports the search and hiring process to ensure that individuals with appropriate educational background and experience are selected to by the hiring departments.

The various offices of the Student Life Division make every effort to ensure that all students are familiar with, and encouraged to take advantage of, the range of services available. For example, a summer advisement program and the new student orientation program acquaint all new students with student services. A Support Services Fair and an Activities Fair are held each fall to reacquaint all students with student services and student organizations. Additionally, student staff in the residence halls and the Commuter Affairs Department remind students on a regular basis of the student services available through these departments.

Students are also encouraged to become involved in at least one of the array of co- and extra-curricular organizations and activities. During orientation an interest survey is administered to first-year and transfer students to acquaint them with these organizations and activities. The results of the survey are sent to all student organizations, which, in turn, extend personal invitations for participation to students who expressed interest. Resident assistants and commuter assistants who work with new students also use these survey results to make direct contact with students and follow up on their interest areas.

OPPORTUNITIES FOR STUDENT ENGAGEMENT WITH THE UNIVERSITY MISSION

One test of the quality of an institution's student services is the degree to which students commit to and practice the values of the institutional mission. For Duquesne students, engagement with the mission begins at new student orientation. A team of more than 180 upperclassmen serve God by serving fellow students through the design and implementation of the five-day program, and through direct interaction with the new students. During orientation, all new students are required to attend a presentation on the University mission and its expectations for them. Many new students

immediately put the values of the mission into action; for example, during orientation, more than 200 step up to volunteer in city neighborhoods. Moreover, as students advance to upper-classman status, many former “new students” become leaders in the orientation program. Increased participation in Spiritan Campus Ministry programs; the creation of the SPIRIT Emerging Leaders Program; and Office of Residence Life programming, which requires each resident advisor to conduct one program each semester with a spiritual theme, are further examples of opportunities for student engagement with Duquesne’s mission.

QUALITY OF STUDENT LEADERSHIP AND SERVICE OPPORTUNITIES

The Duquesne University Volunteers (DUV) program flourishes because of this engagement. In AY06–07, nearly 7,300 students contributed over 200,000 hours of service at more than 1,000 community agencies and organizations (appendix CIR, p. 2). The DUV web site publicizes volunteer opportunities in a timely and efficient manner, and the DUV office maintains a database of volunteers and hours served (see the DUV web site, <http://www.duv.duq.edu>). In fall 2004, the DUV office received a grant providing an Americorps/Vista volunteer to work cooperatively with the University and the Brashear Association to identify potential community service opportunities for Duquesne students in South Side Pittsburgh. As a result, volunteer opportunities have increased in this neighboring community. The Americorps/Vista volunteer grant was continued for the 2006–07 academic year.

Fostering students’ leadership skills and providing opportunities for leadership are called for by strategic plan objective 2.3. Beyond the classroom study of leadership, there are numerous student organizations that foster professional development and honor societies that recognize student academic excellence and leadership, e.g., Golden Key, Mortar Board, Omicron Delta Kappa, and the newly revitalized Phi Kappa Phi, and the SPIRIT Emerging Leaders Program.

STUDENT ADVISEMENT

In the broadest sense, student advisement may include formal academic advisement, spiritual and psychological counseling, and informal consultations with faculty or staff members. Academic advisement for Duquesne undergraduates is based in the schools in which the students are enrolled. Advisors and individual students work as teams to determine that the students’ long-term career goals are compatible with personal interests, talents, and values. The advisors then help guide the students to courses and co-curricular activities that will help them to attain the knowledge, skills, and abilities they will need to achieve their goals. Especially after students choose their areas of concentration or declare their majors, faculty members help integrate the students into their programs. The faculty mentors work alongside the professional advisors, providing information, for example, on career opportunities or selecting graduate schools.

Because academic advisement is decentralized, the process is not uniform throughout the University. In 2006, the task force on the status of academic advising reported that decentralization of undergraduate advising is a strength of the system due to the personal attention the student receives from an advisor in his/her school of enrollment. Decentralization, however, does present unique communication challenges since advisors report to the deans of their respective schools. The coordinator of undergraduate advisement is responsible for information sharing across the schools, but because this individual also serves as an advisor for a particular school, there are time constraints. The coordinator is solely responsible for undergraduate advisement; therefore there is no graduate school participation in the coordination of campus-wide advisement.

Graduate student advisement is also school or program-based. It usually starts with orientations conducted by the respective schools or programs. Faculty members normally serve as advisors to graduate students. The graduate director or department or program chair may provide initial advisement and scheduling, but students will subsequently choose or be assigned an advisor in their areas of concentration. In cases where the advisor becomes the dissertation director, the faculty advisor role evolves into that of faculty mentor.

The 2006 task force on academic advising also reviewed the online registration system instituted in 2004, which serves undergraduate and graduate students alike. According to the task force report, undergraduate advisors generally agree that online registration functions well for specific populations of students; however, the “increased the data management and clerical responsibilities allowing less time to work with students” (*Report on the Status of Academic Advisement at Duquesne University*, appendix C4-12, p. 12). A new online registration system was implemented for the first time for fall 2007 registration. One-time use of this new online system has not been adequate to determine its efficiency.

Because there has been no regular or systematic assessment of advisement services, the task force also suggested creation of a system of ongoing formative assessment for advisors. Finally, the task force suggested that reorganization of the advising system should be considered along with creation of a new position to oversee academic advisement (p. 4).

SPECIALIZED ADVISEMENT SERVICES

Students needing special services because of learning or physical disabilities are identified through Health Services questionnaires completed prior to matriculation, and are also referred by admissions counselors and academic advisors. They are then notified of the types of special services available through the OFDSS. Advisement for students with physical and learning disabilities is enhanced by applications of assistive technology available through the Assistive Technology Center in the Gumberg Library. In 2006, the assistive technologies task force was organized to review how effectively this service is delivered. This task force report stated that while the center has many assistive applications, systems, and devices, instruction in appropriate use of these technologies is one of the many responsibilities of a reference librarian. The task force recommended appointment of a specifically designated staff member knowledgeable in the use of these assistive technologies to help special needs students.

Freshman students with mid-term reports of deficiency grades are also offered academic advisement and developmental assistance through the Office of Freshman Development and Special Student Services. Additional advisement and developmental assistance is provided by the Michael P. Weber Learning Skills Center, which schedules free tutorial services for students in numerous subject areas. Spiritual direction and counseling is available to all students through Spiritan Campus Ministry; Spiritan priests and campus ministers have offices in several living learning centers and the Administration Building. Psychological counseling is offered by the University Counseling Center and is also available through the Psychology Department's Psychology Clinic.

Faculty, administrators, and staff serve as advisors to the wide array of student organizations, including Duquesne's honor societies, fraternities and sororities, student media and performance groups, and other social, service, and professional organizations.

Finally, career counseling and job search assistance is available through the Career Services Center. This office provides multiple forms of support including skills development, interest assessment, credential services, internship opportunities, and on-campus recruiting. The DUQ Connection is the Center's online system to serve student job search needs. In addition, the center annually sponsors a number of internship and job fairs. The center conducted a self assessment in 2006 using the Council for the Advancement of Standards' (CAS) *Career Services Standards and Guidelines (Career Services Self-Assessment*, appendix C4-13). An aspect of the center's performance that needs improvement is its data collection and record-keeping; an assessment of the center's success cannot be complete without annual reports on job placements. A strategic review of the entire career services program may be a timely response to changing opportunities in the global market.

STUDENT CONDUCT, STUDENT GRIEVANCE, AND PRIVACY OF INFORMATION

Student conduct policies and procedures, including academic integrity and substance abuse policies, reflect the University's mission and exemplify its values. Each new student receives a copy of the *Code of Student Rights, Responsibilities, and Conduct* (appendix C1-1), which provides information on student conduct policies and procedures; returning students receive an e-mail directing them to the online version (see the most recent version, the *Student Handbook 2007-09*, at the Student Life web site, <http://www.studentlife.duq.edu/handbookmain.html>). Mandatory programs on academic integrity and substance abuse are presented at orientation and offered throughout the academic year for resident and commuter students, fraternities, and sororities.

In 2002, the president appointed a committee (subsequently known as the Baldwin Committee) to examine student conduct and judicial procedures. The Baldwin Committee recommended that a full-time director replace the part-time director of the Office of Judicial Affairs, and that a central database be established to store judicial information on cases of violations of conduct policies. A full-time director of Judicial Affairs was appointed in late 2002 and the database became operational in 2003.

The database is maintained in Judicial Affairs. Residence Life staff and faculty provide appropriate information for posting to the database, in addition to the information generated within Judicial Affairs. Statistics on judicial cases, including recidivism, are drawn from the database and filed. Privacy of student information is stressed in the University's statement on the confidentiality of student records and is widely publicized in the University catalog and *Code of Student Rights, Responsibilities, and Conduct* (appendix C1-1, p. 6). Additionally, the Family Educational Rights and Privacy Act is explained in separate sessions for students and parents at orientation. Students and parents are informed that a FERPA waiver form, which will permit parents to have access to student information upon request, is available during orientation through the Registrar and academic advisors. Faculty and staff are made aware of FERPA through training sessions offered by CTE and the Pittsburgh Council on Higher Education.

Records of student grievances and complaints are maintained in the office of the executive vice president of Student Life. Reported grievances are addressed by the executive vice president for Student Life or a member of the Student Life staff; notation of resolution is part of these records. Academic grievances are processed and maintained by the provost's office according to the Academic Due Process policy.

In fall 2006, a review of all aspects of campus safety and security was initiated by the president through the appointment of a Security Review Committee. This committee reported in early 2007,

and its recommendations for increased security included use of metal detectors at student events where off campus visitors are expected and establishment of a public safety bicycle patrol force. These recommendations have already been implemented and are well received on campus. Duquesne has also implemented an emergency notification system to allow urgent messages to be sent to students and employees via text message, cell and office phone and e-mail.

The Campus Community Risk Team (CCRT) was established in 2007. Its charge is to identify threats to the campus community from one or more of our own members—students, faculty, staff or administrators—so that intervention to prevent violence is possible. The team will share information that appears to threaten violence against the campus; receive reports of behaviors that appear to threaten violence against the campus; assess the risk of violence suggested by the information received; and recommend preventive interventions designed to avoid violence. CCRT is chaired by a faculty member; other team members represent such areas as Spiritan Campus Ministry, Public Safety, Health Services, Judicial Affairs, and the University Counseling Center. Since privacy concerns are intrinsic to the work of the team, members are committed to the highest standards of confidentiality (“Campus Community Risk Team Established to Intervene on Threats of Violence,” *Duquesne University Times*, p. 1, <http://www2.duq.edu/Times/ArticleBody2.cfm?Id=2420>).

ACADEMIC AND ADMINISTRATIVE PROCEDURES FOR STUDENT ATHLETICS

The Office of Admissions is responsible for deciding whether student athletes are eligible for admittance. Additionally, all student athletes must be certified through the NCAA Clearinghouse in order to practice, compete, and receive financial aid. In 2006 a total of \$3,405,902 was awarded to student athletes in nineteen varsity sports in the form of athletic grants-in-aid related to athletic participation. The football program currently competes at the Division I-AA non-scholarship level but will be moving to a limited scholarship (maximum limit thirty) model in beginning in 2008. The Athletics Department initiates recommendations for awards, but the Office of Financial Aid has oversight of all awards for student athletes. The University sets financial aid limits, and all awards must comply with NCAA Division I Financial Aid guidelines. The Office of Financial Aid determines which students qualify for various types of aid and calculates need. This office also has oversight of cancellation or reduction of athletic aid. There is an appeals process and an appeals committee if an athlete wishes to appeal reduction or cancellation of aid.

Student athletes can only be officially registered for courses through their academic advisor, although Athletics Department staff members assist with the registration process. Early registration is permitted for student athletes so that they may avoid conflicts with practices, competitions, and travel. Athletic competition travel is regulated by the provost and Faculty Senate. The Athletics Department monitors the academic progress of student athletes in conjunction with the Office of the Registrar and academic advisors to ensure eligibility in accordance with the NCAA and University standards.

The Athletics Academic Integrity Committee chaired by the faculty athletics representative oversees the continuing eligibility certification process. Athletics Department graduation statistics indicate the graduation success rate of student athletes has consistently been higher than the general student body graduation rate for several years. A review of the data for the previous three years indicates that the student athlete rate is 7.3% higher than that of the general student population. In 2007 the graduation rate for student athletes was 86% (see *Department of Athletics Academic Honors 2006–07*, appendix C4-14).

The Athletics Department participates in the annual University budgeting process, and budget increases in any given year are based upon review by the University Budget Committee and the approval the president. Budget notification, budget monitoring, and notice of deficits, if they occur, are handled by Planning and Budget, which oversees the Athletics Department budget. An external audit is performed each year in accordance with NCAA mandated procedures. In addition the Athletics Department budget information including all expenditures, revenues, and so forth is reported annually in the federal government and NCAA Equity in Athletics Disclosure Act reports. The Athletics Department budget for the 2006–07 fiscal year totaled \$8,972,451 including operating expenses and scholarships.

In 2005, a new Athletics director was appointed, and the Athletics Department, which had previously reported to the executive vice president for Student Life, began reporting directly to the president. This change reflected both the strategic plan objective to improve competitive varsity sports and the desire of the Board that the president be more involved in University athletics. This appears to have been a positive change, given the high public profile of Duquesne athletics in the press and among alumni.

In 2007, oversight of the intramural recreation program was transferred from the Athletics Department to the Student Life Division. This transfer was done in anticipation of the opening of the new Power Center. The new director of the recreation and intramural program and its budget are supervised by the executive vice president for Student Life.

An NCAA Self-Study Certification of the Athletics Department was conducted during the fall 2006 and spring 2007 semesters. The report was submitted in May 2007 and the NCAA peer review team visited the campus in November, 2007. The peer reviewers reported that the self-study met all requirements for certification, indicating Duquesne's full compliance with NCAA rules and regulations.

QUALITY OF RESIDENTIAL LIFE

In accordance with strategic plan objective 2.7, the Office of Residence Life has improved the physical facilities and enhanced the quality of residential life. The acquisition of Brottier Hall united the campus and made apartment-style living available. It has been at capacity since its acquisition. Improvements to other Residence Life facilities have included individual room heating/air-conditioning units in four of the seven living learning centers which were without this capability; initiation of a five-year plan to install updated HVAC systems in Brottier Hall; new furniture in St. Ann's, St. Martin's, and Assumption Halls; and upgrading of lounges, bathrooms, and hallways in St. Martin's.

A major living learning center improvement occurred in fall 2004, through extensive collaboration between Residence Life and faculty and administrators of the McAnulty College of Liberal Arts. Six different College learning communities were established for first-year students, who now share common courses and living space. Students in the Honors College also share living learning space in Assumption Hall, which is the dedicated residence for the Honors College.

Additional enhancements to the quality of residential life have included creating a smoke free environment and alcohol free housing, opening fitness centers in lounges and common areas in all residence facilities, establishing Spiritan Campus Ministry offices in four of the seven living learning centers, and upgrading dedicated living space for fraternities and sororities in Towers. All

improvements have been based on the results of various assessment tools called for by the strategic plan, including the Student Perception Form, the ACT Outcomes Survey, the Campus Residence Policy Questionnaire, spring release interviews, program evaluations, and feedback from the Office of Residence Life web site. For example, the Student Perception Forms repeatedly emphasized the need for more control of heating and air conditioning. In response, Towers living learning center, the largest residence hall, was renovated to provide individual room controls for heating and air conditioning.

Residence Life programming is designed to reflect the University mission. The number and quality of programs offered to all resident students has increased each year, with over 100 faculty visiting the residence halls in 2004 to share their experience. In AY04–05, over 700 floor programs were held by resident assistants, averaging an attendance of eleven students per program. These included sixty-five diversity programs, eighty-two service programs, sixty-three spiritual programs, and 116 educational programs.

ASSESSMENT OF STUDENT LIFE

Methods of assessment such as surveys and statistical reports (for example, periodic evaluations of academic advisement or the graduation rate for athletics) provide information and data about the quality of services and help identify areas for improvement. Additionally, special task forces such as the assistive technology task force and the task force on academic advising collect qualitative and quantitative data. Student feedback, in the form of service or event evaluation questionnaires, is also used to enhance services and to monitor their impact on student development. Several areas, including the Office of Freshman Development, Health Services, and the Athletics Department, benchmark the quality of support against standards set by external regulations (ADA, FERPA, HIPPA, NCAA). This process of on-going review encompasses all aspects of academic performance, social and spiritual development, and student health and safety.

The quality of the student experience has also been evaluated periodically by various external instruments, including the ACT College Outcomes Survey, the NSSE College Student Report, and the CAS self-assessment process. The NSSE executive summary of results indicates that seniors scored Duquesne in the 90th percentile (in comparison with fifty-seven other doctoral intensive institutions) with regard to a supportive campus environment. Other assessment results have largely shown areas of strength and have also provided direction for improvement. For example, the 2004 ACT College Outcomes Survey indicated that Duquesne seniors showed lower satisfaction with the quality of academic advising than students in other institutions. The provost convened the task force on academic advising the following year partially in response to these survey results.

These various internal and external forms of assessment have been helpful in pointing the way to improvements and innovations in student services, many of which are noted in this report. What is missing is a comprehensive plan that involves the coordinated efforts of all departments to collect, analyze, and share both qualitative and quantitative information, with the aim of making improvements in a timely and systematic way. Findings from the external surveys could then be more consistently integrated into service improvements.

CONCLUSION

The student experience at Duquesne is shaped by the University mission and guided by the strategic plan. Beginning with the process of recruitment and admission, and continuing over the course of their entire educational experience, students are encouraged to participate fully in the challenges and

opportunities offered at Duquesne. They are invited to learn, lead, and serve, and they are supported and guided by faculty, advisors, and the many services available to them.

RECOMMENDATIONS

- Create methods of communication among undergraduate and graduate advisors. Consider creating a director of advisement position to improve the quality of communication between advisors and academic/administrative departments, and to oversee the development of best practices in online registration policies and procedures.
- Conduct a comprehensive strategic review of the Career Services Center including staffing capabilities and needs, possible development of internal and external marketing plans, development of an aggressive and effective graduate employment survey program, and plans for benchmarking in all areas.

SECTION IV: TEACHING AND LEARNING

CHAPTER 5: FACULTY

STANDARD 10

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

INTRODUCTION

Duquesne's faculty play a critical role in achieving the University's mission and the strategic plan goal to develop Duquesne's reputation for national excellence. They communicate the mission and values of the University to students, serve as role models with regard to ethical standards and openness to diversity, and demonstrate commitment to excellence in liberal and professional education in teaching, scholarship, and service. This chapter will provide an overview of significant issues related to Duquesne's faculty.

Research committee members included faculty from the schools and Gumberg Library, administrators, and a graduate assistant. The committee's research questions addressed these topics:

- Efforts to improve faculty diversity
- Duquesne's teacher-scholar model
- Institutional support for teaching and scholarship
- Faculty hiring, promotion, retention, mentoring, evaluation, and workload
- Faculty role in governance

A full list of research questions can be found in the self-study design document (appendix SSD, p. 19).

The committee used several means to investigate the broad range of issues included in the research questions. Members interviewed chairs and faculty representatives of the University Budget and Grievance committees. They surveyed the deans, part-time and full-time faculty, and teaching assistants. They reviewed documents including the strategic plan, the *Executive Resolutions of the Board* (appendix C3-2), the *Faculty Handbook* (appendix FHB), and reports on support for teaching supplied by the directors of CTE and CTS. They collected data from Human Resources on hiring practices and diversity, and from the provost's office on promotion, retention and tenure rates, workload assessment, and salaries.

Particularly useful in the development of this chapter were the results of Duquesne's 2004–2005 participation in the HERI Faculty Survey and the faculty surveys conducted by the research committee in fall 2006. The HERI survey was sent to 430 full-time faculty of whom 203 responded. The reported survey results were based on full-time undergraduate faculty who numbered 142, giving an adjusted response rate of 33%. The research committee administered separate surveys to all full-time and part-time faculty through the Faculty Senate's Blackboard site. The 2006 full-time faculty survey drew eighty-nine responses (~20%), while the part-time survey drew thirty-nine responses (~9%).

FACULTY PROFILE

Duquesne's faculty numbers 880, with nearly the same number of full- and part-time faculty members (442 full-time/438 part-time). The number of full-time faculty has increased by 8% since 2003. Approximately 21% of the full-time faculty hold the rank of professor; 35% associate professor, 33% assistant professor, and 9% hold the rank of instructor. Minorities comprise approximately 9% of the full-time faculty (a breakdown of faculty by ethnicity can be found in the *Duquesne University Fact Book 2007*, appendix FB, p. 56; trend data for faculty and all employees can be found in the *2006 Institution Workforce Analysis*, appendix C5-1).

About 60% of the full-time faculty are male and 40% female, while the part-time faculty are almost evenly split between men and women. The ratio of tenured male to female faculty is about 2:1. As Table 6, shows, approximately 64% of full-time male faculty are tenured. In comparison, 44% of the full-time female faculty are tenured (a breakdown of the faculty by school and rank can be found in appendix FB, p. 55).

Table 6. Faculty Tenure

Full-time faculty	Male	Female	Total
Tenured	171 (64%)	78 (44%)	249 (56%)
Non-tenured on track	58 (22%)	45 (25%)	103 (23%)
Non-tenure track	35 (13%)	55 (31%)	90 (20%)
Total	264	178	442

The fall 2006 full-time equivalent student-to-faculty ratio was fifteen to one, based on 8,382 full-time equivalent students and 555 FTE faculty. In the ratio calculations, both faculty and students in stand-alone graduate or professional programs in which faculty teach virtually only graduate-level students were excluded. (*2006–2007 Common Data Set*, <http://www.irp.duq.edu/pdf/CDS200607ComDataSet.pdf>, p. 28).

Duquesne's faculty are highly qualified and prepared for the roles and responsibilities defined for them in the *Faculty Handbook*. Eighty-five percent of the full-time faculty hold doctorates, first professional, or terminal degrees in their respective disciplines (<http://www.irp.duq.edu/pdf/CDS200607ComDataSet.pdf>, p. 27).

FACULTY DIVERSITY

Scarce availability and competition in recruiting minority faculty are national concerns. Duquesne's institutional commitment to diversity in recruitment and hiring efforts is described in Chapter 1 of this report. Diversity can bring a competitive edge for attracting the best students and obtaining grant monies, but most importantly, it is part of the University mission and is essential for creating and maintaining an educational environment that fosters respect for others with different ideas and cultural practices.

Results of the 2005 HERI Faculty Survey items related to diversity were mixed. Duquesne faculty respondents were "more likely to agree strongly or somewhat that racial and ethnic diversity should be more strongly represented in the curriculum" when compared to peer institutions (*2005 HERI Faculty Survey: Overview of Results*, appendix C5-2, p. 15). They were less likely, however, to believe that recruiting more minority students or creating a diverse multi-cultural campus is of high or highest

priority. Likewise, respondents were “less likely to note as very descriptive of one’s institution [that] there is respect for the expression of diverse values and beliefs” when compared to peer institutions (p. 19).

Several faculty initiatives underscore recognition of the importance of and active support for increasing campus diversity. In 2005, the President’s Advisory Council on Diversity was established in response to the Faculty Senate’s request. The council serves as an advocate for the diverse groups within the Duquesne community and promotes change in campus climate, curriculum, policies, and procedures to bring them into agreement with the University’s Catholic Spiritan mission and vision.

An ad hoc faculty committee on social justice proposed that the Faculty Senate and the President’s Advisory Council on Diversity create a formal, comprehensive evaluation of the diversity climate on campus. The *Proposal for Duquesne University Campus Climate Study* (appendix C1-9), which was accepted for action in 2007, cites as its rationale the fact that a critical component of education for the mind, heart, and spirit is to shape leaders and agents who can generate creative solutions to both local and global social problems, and that openness to diversity is an integral component of Duquesne’s mission, a central topic in the University’s strategic plan, and a critical theme in the new *Duquesne University Core Curriculum* (appendix CCR).

There are three goals of the diversity climate study: first, to provide baseline data to measure the efficacy of diversity initiatives; second, to help pinpoint Duquesne’s achievements and challenges with respect to its campus climate, particularly in relation to such issues as race, gender, class, religion, disability, age, and sexual orientation, among others; and finally, to communicate the fact that Duquesne is invested in cultivating a multicultural sense of community (appendix C1-9, p. 1).

The same group wrote a second proposal to establish faculty development programs on multicultural education. Approved by the Faculty Senate and the cabinet, this proposal is being implemented by CTE and an advisory group of faculty and staff. The proposal’s goals are 1) to provide faculty with opportunities for professional development in multicultural education, 2) to provide an ongoing forum for faculty conversation on campus issues of racial and cultural diversity, 3) to assist faculty to understand themselves as racially, ethnically, and culturally situated, and to reflect on how this self-understanding affects their teaching, and 4) to build a cadre of faculty who can promote learning and social action consistent with Duquesne’s commitment to diversity (see the *Proposal For Faculty Development Seminars on Multicultural Diversity*, appendix C1-10, p. 1).

DUQUESNE’S TEACHER-SCHOLAR MODEL

Duquesne defines the faculty role according to the teacher-scholar model. Strategic plan objective 3.1 states that outstanding teacher-scholars will be hired, rewarded, and retained and that new faculty will have demonstrated potential for success as teachers and scholars. To earn tenure and promotion, faculty must demonstrate a high level of achievement in teaching, research, and publication. Candidates must also demonstrate effectiveness in service as a necessary condition of promotion, but teaching and scholarship are the definitive areas of production that determine final promotion and tenure decisions.

Systematic review of faculty performance, as it relates to teaching, scholarship, and service, takes place in several ways. All components of faculty performance are assessed annually by the deans and

department chairs/division heads of each school through annual reports. At the point of third-year review or review for promotion and/or tenure, faculty are required to submit their dossiers for review by the promotion and tenure committees in their departments and schools, and at the University level.

The *Faculty Handbook* contains an extensive list of indicators of both effectiveness and excellence in teaching and in scholarship (appendix FHB, pp. 30–32). An individual seeking promotion to associate professor with tenure needs to demonstrate excellence in either teaching or scholarship and effectiveness in the other. Promotion to full professor requires excellence in both teaching and scholarship.

Candidates applying for third-year review and promotion and tenure have an opportunity to attend workshops that explain the policies and guidelines of the University's tenure and promotion process. In addition, workshops have been developed and offered to faculty seeking promotion from associate professor to full professor. Since 2003, Duquesne's faculty have enjoyed highly successful third-year and tenure reviews (a detailed breakdown of third-year review and tenure decisions can be found in the *Promotion, Tenure, and Third-Year Review Information* document, appendix C5-3).

TEACHING

Outstanding teaching is essential to achieving strategic plan objective 3, which is “to develop our national reputation for academic excellence.” The quality of teaching is assessed in a number of ways. Beginning in 1989, students have used the TEQ to evaluate face-to-face teaching, and a systematic peer-review process has been in place. The TEQ consisted of a ten-item survey and four open-ended questions. Most schools' course mean ratings measured above four on a five-point scale. In spring 2006, scores ranged from 4.15 in the School of Pharmacy, to 4.59 in the School of Music, (see *TEQ Analysis: Duquesne University Spring 2006*, appendix C5-4, pp. 3, 6). University-wide TEQ reports, as well as promotion and tenure reviews, generally focused on item ten of the survey, the “overall excellent teacher” rating.

In fall 2007, the TEQ was replaced by the Student Evaluation Survey, a twenty-five-item questionnaire (six-point scale) and two open-ended questions. A representative faculty Evaluation of Teaching Committee conducted research and discussions (including a Faculty Senate open forum), piloted, and then implemented the expanded survey in order to examine five different domains of teaching: instructional design, instructional delivery, attitudes toward student learning, out of class availability, and student outcomes. The new survey is intended to provide more analytical, formative feedback for faculty, so that they can target specific aspects of their teaching for improvement. The committee also revised the peer-review process by decreasing the number of reviews per year to one, so that these reviews can be more in depth and, again, provide more helpful feedback to faculty. In fall 2007, CTE, the Faculty Senate, and the Evaluation of Teaching Committee co-sponsored a workshop, “Feedback on Teaching: Benefiting from Duquesne's Revised Student and Peer Evaluation Processes.”

Specific peer-review processes and student evaluations for clinical/practicum courses and courses taught entirely online have also been developed by faculty committees. The background information, guidelines, and instruments for all three teaching contexts are published in the *Faculty Resource Guide 2007–2008* (<http://www.cte.duq.edu/resources/facultyguide.pdf>, pp. 79–102). CTE revises this guide each year to publish the most recent resources, services, and policies for faculty. Its purpose is

to provide helpful information that supports faculty in implementing the policies outlined officially in the *Faculty Handbook*.

Adjunct faculty tend to be evaluated specifically on their teaching performance, primarily using two methods: the student evaluations and peer reviews. The performance review itself is generally conducted by the division chair or program coordinator, with review by the dean in some cases.

INSTITUTIONAL SUPPORT FOR TEACHING

The Center for Teaching Excellence, founded in 1989, exists to provide instructional development and guidance on succeeding in academic careers. CTE alone offers about fifty faculty and teaching assistant sessions per year, including orientations, workshops, discussions of readings, and an annual award ceremony (see the CTE event listings at <http://www.cte.duq.edu/events>). Many sessions are led by experienced faculty and TAs for their peers. CTE collaborates with other campus units such as Gumberg Library, Educational Technology, the Office of Service-Learning, and the University Counseling Center. CTE supports the work of committees such as Academic Integrity, Core Curriculum, Evaluation of Teaching, and Academic Learning Outcomes Assessment (ALOA). CTE also provides consulting to individuals and programs, and print and online resources. It administers the provost's Creative Teaching Award for faculty, and the Graduate Student Award for Excellence in Teaching (see award descriptions at <http://www.cte.duq.edu/awards>).

Additionally, CTE guides the professional development of faculty by coordinating orientations and new full-time faculty luncheons on teaching, promotion and tenure, service-learning, the Core Curriculum, and the strategic plan; by offering annual workshops on publishing and the promotion and tenure process, and a biannual session on promotion to full professor. CTE also provides a weekly teaching and learning tip for faculty and students on the DORI Portal.

Gumberg Library provides access to a special collection housed in the CTE offices on college teaching, assessment, and academic careers. The library offers faculty workshops (e.g., First Fridays, <http://www.library.duq.edu/firstfridays>), printed tutorials, and individual and program-level training. Similarly, Educational Technology (within CTS) provides both online and face-to-face training for faculty to learn to teach entirely online or to supplement their classroom teaching with online support and multimedia (see the Educational Technology web site, <http://www.edtech.duq.edu>). CTS, CTE, and the library showcase the innovative educational technology work of faculty in the Lunch Byte series. These units are in the process of making a transition from holding institutes focusing directly on technology to addressing strategic plan initiatives in which technology and information literacy are integrated (e.g., service-learning, Core Curriculum assessment, multiculturalism).

As reported in Chapter 6, the use of technology to facilitate teaching has become pervasive at Duquesne, particularly in programs serving distance learners. Technologies such as the Blackboard course management system enable Duquesne to serve a more diverse population worldwide. In the 2004–05 HERI survey, 22% of the respondents reported that they were rewarded for using technology in their teaching.

RESEARCH AND SCHOLARSHIP

In addition to excellent teaching, productivity in research, scholarship, and publication is also a defining characteristic of the teacher-scholar. With respect to scholarship, one of the most important matters that the University Promotion and Tenure Committee considers is whether a candidate has a

credible research trajectory in place that can carry him/her forward over time with a chance of making a significant contribution to the field. Candidates seeking promotion to full professor must demonstrate sustained excellence in scholarship and teaching by a steady stream of publications and strong teaching evaluations and peer reviews

The faculty's accomplishments in scholarship are noteworthy. The *Chronicle of Higher Education* reported that Duquesne is ranked in the top twenty among small research universities for productivity in doctoral programs (*Top Research Universities in the 2005 Faculty Scholarly Productivity Index*, appendix C5-5). Outstanding faculty research, scholarship, and publication are essential to achieving strategic plan objective 3.5, which is to increase scholarly productivity in quality and quantity by 50%. Duquesne's faculty are on track to meet this goal during this strategic planning cycle. There was an 86% increase in total scholarly works between 2003 and 2007 (see *Scholarly Work Summary AY2007*, appendix C5-6).

FACULTY GRANTS

During AY06–07, a total of \$11M was generated from 131 awarded grants, contracts, and subcontracts that were submitted during either this or the previous fiscal year. Facilities and administrative costs (indirect cost revenue), totaling \$1M are included in this figure. During the 2007 grant year, 128 new grants, contracts, and subcontracts were submitted to funding agencies (a detailed breakdown of grants awarded and funds secured can be found in the AY06–07 *Sponsored Research Annual Report*, appendix C5-7).

Strategic objective 3.4 states that funding from extramural grants will increase and that overhead income from grants will double. Eleven million dollars in total grant funds is the largest amount ever awarded to Duquesne. Approximately \$6.7M was awarded to faculty and administrators by federal, state, and local government agencies, an increase of approximately \$771,000 over the previous fiscal year. The indirect cost revenue of over \$1M was comparable to the previous fiscal year.

Duquesne faculty and staff continue to demonstrate their ability to compete successfully for these grants in spite of the fact that governmental grant funding is markedly decreasing. Also noteworthy is the continued grant support from professional associations and private sources other than corporations and foundations, such as the American Association of University Women, American Chemical Society, and Sigma Theta Tau International. These sources are particularly important to new investigators, who do not yet have the necessary research credentials to compete successfully for federal support.

Duquesne's faculty continue to receive numerous grant awards from major federal science research-funding agencies. Currently, there are fifteen active, multi-year grant awards of various types, including several prestigious RO1 research grants, from the National Institutes of Health. Likewise, there are ten current, multi-year grant awards supporting research, including a prestigious young investigator CAREER award, major instrumentation, and a Research Experiences for Undergraduates site from the National Science Foundation. Of continued interest in FY07, was an increase in the number of faculty members working with corporations in the development of scientific technologies (appendix C5-7, p. 2).

In the 2007 awards, there are several grants that directly promote Duquesne's mission. For example, the Office of Service-Learning received a grant from the Pennsylvania Campus Compact to partner with the University of Pittsburgh, Waynesburg College, and the Collegiate YMCA to form a regional

network to support and encourage service-learning activities in the Southwestern Pennsylvania area. Also, the Center for Health Care Diversity's Health Careers Internship Program (HCIP) in the School of Nursing continued to receive funding from Allegheny County to support year-long, health career-based experiences for economically and/or educationally disadvantaged high school students (see HCIP description at the School of Nursing web site, <http://www.nursing.duq.edu/ctrDivHCIP.html>).

INSTITUTIONAL SUPPORT FOR RESEARCH

Duquesne provides significant institutional support for faculty research through funding and staff dedicated to promoting research internally and externally. The Research Advisory Committee, a representative faculty committee, provides the communication link with Duquesne research departments; committee members advise and guide the Office of Research and play an active role in its advancement.

The Office of Research supports all aspects of research services including grant administration, grant budgets, compliance with guidelines for human subjects research, intellectual property, and technology transfer. It fosters relationships both within the University and outside by facilitating relationships and partnerships with research communities in government and business and other science and technology constituencies. Staff provide workshops on grant proposal writing, grant budgeting, and online submissions of grant proposals. Based on comments from satisfaction questionnaires, principal investigators find the grant support and service level of the Office of Research to be very high (see the Office of Research web site, <http://www.research.duq.edu/welcome.html>).

Internal grant competitions such as Duquesne's Faculty Development Fund, Hunkele Dreaded Disease Award Competition, and the annual Presidential Scholarship Award are important sources of funding that help faculty establish their research and compete for external funding. Faculty receiving these awards continue to incorporate their results into proposals that generate externally funded grants, publish peer-reviewed articles and books, and assimilate their data into Duquesne course curricula. Internal funding serves as a springboard for faculty in obtaining external funding. The 48% external funding success rate in FY01–05 underscores the significance of these internal grant competitions (appendix C5-7, p. 4).

Since 2003, Gumberg Library has offered \$2,000 in start-up funds to each new full-time, tenure-track faculty member to purchase library materials supporting teaching and research. From AY03 through AY06, seventy-six new full-time tenure-track faculty received start-up funds. Between 2002 and 2007, the library spent over \$356,000 to fund 130 collection enhancement proposals submitted by faculty to improve library holdings in their areas of teaching and research.

New faculty in the sciences and the health related professions receive start-up funds for laboratories. The majority of faculty who receive start-up funding for research get \$200,000, payable over a two to three year period. On occasion deans may add funds from their own operational or restricted budgets so that the total amount might reach \$250,000 to \$300,000.

Tenured faculty may apply for sabbaticals every seven years. A pilot program in McAnulty College of Liberal Arts is currently underway to provide six-month sabbaticals to assistant professors in their third year to promote their scholarly agenda.

In support of strategic plan objective 3.4 to provide endowed support for faculty and programs, Duquesne has created ten endowed chairs. These include the Hillman Distinguished Professorship; the Vernon F. Gallagher Chair for the Integration of Science, Theology, Philosophy, and Law; the Joseph A. Katarincic Chair in Legal Process and Civil Procedure; the Anna Rangos Rizakus Endowed Chair for Health Sciences and Ethics; the Edward V. Fritzky Chair in Biotechnology and Leadership; the Fr. Joseph Lauritis, C.S.Sp., Chair in Teaching and Technology; the Noble J. Dick Endowed Chair in Academic Leadership; the Noble J. Dick Endowed Chair in Community Outreach; the Murrin Chair in Global Competitiveness; and the John Donahue Endowment for the Graduate School of Business.

SERVICE

Service is a pillar of Duquesne's mission. Faculty are deeply committed to service, and their contributions range from service to the University, their disciplines, and the profession, to service on behalf of church and community. Faculty support Duquesne's educational mission by service on such standing committees as the University Core Curriculum, Academic Integrity, Budget, and Educational Technology Committees; they support the professional development of their colleagues when they serve on promotion and tenure committees, and the Institutional Review Board. They help sustain a productive relationship with the administration through service in the Faculty Senate. Faculty engage in curriculum and program development, participate in a variety of school and University events involving both current and prospective students, and serve as advisors to student organizations and as mentors to students both within and outside the classroom. They serve their disciplines and professions as reviewers, journal editors, conference organizers, and officers in learned societies and professional organizations. Much of faculty leadership emerges out of the service role.

An ongoing faculty concern, however, is how their service is defined, valued, and recognized, particularly in the annual assessment of their work and in tenure and promotion decisions. Specific criteria for indicators of effectiveness and excellence in service are detailed in the *Faculty Handbook* (pp. 34–35). While these indicators for service are clearly defined, the amount of service expected for tenure and promotion is not as clear. Excellence in service is not required for promotion or tenure, and, in practice, service by junior faculty is limited and even discouraged because of the demands of publication. Some respondents to the research committee's survey of full-time faculty expressed the concern that, in spite of the published criteria, there is not a shared understanding across the schools of what constitutes effectiveness in service. Several respondents noted the concern that service is not given sufficient weight in tenure and promotion decisions nor, in many cases, adequately recognized and rewarded. While Duquesne faculty have been consistently generous in fulfilling the University's expectations for service, greater clarity about these expectations and their relevance and weight in the evaluation of faculty performance is needed.

FACULTY RECRUITING, HIRING, MENTORING, AND RETENTION

The most recent revision of Duquesne's *Faculty Handbook*, which took effect in July 2005, carefully articulates equitable procedures and criteria for review of all teaching faculty who have responsibility for the educational program of the institution. It also includes the standards and procedures for appointment, promotion, tenure, grievance, discipline, and dismissal, with attention paid to fairness and the rights of all persons.

The process of hiring new faculty originates in individual departments. Requests for new hires must be approved by the president. Once a position is approved, the department solicits and screens applications and makes a recommendation on the person to be hired. National searches are conducted and a *Search and Screening Plan* specifically outlining steps to recruit minority candidates is required for each vacancy.

Given Duquesne's emphasis on teaching and scholarship, selection criteria for hiring should logically give weight to both. The research committee's faculty survey results indicated, however, that only a third of the respondents consider both equally in hiring decisions. Thirty-seven percent reported that they considered scholarship the most important criterion, while 18% considered teaching most important. Sixty-one percent of the respondents noted that obtaining extramural funding for scholarly pursuits is a high priority. Respondents also indicated that the majority of a faculty member's time is spent on teaching or teaching-related activities. Thirty-nine percent of faculty respondents indicated that their department has difficulty in hiring qualified faculty. The survey results may suggest that the disparity between the reality of the teaching load and the expectations for scholarship may contribute to the difficulty in hiring new faculty.

Strategic objective 3.1 states that average salary for all faculty ranks will be competitive and in the top quartile as reported annually by AAUP, and that merit pay increases will be tied to performance evaluations. Faculty salaries have been a priority for the past ten years. As noted in Chapter 2, \$150,000 has been set aside annually since 2003 for adjustments to associate and full professors' salaries. Table 7 shows that the average salaries at each rank have steadily risen. Duquesne's average faculty salaries are in the ninetieth percentile of peer institutions according to the AAUP survey (see *FY07 Salary Comparison to 2005–06 AAUP Survey Information*, appendix C5-8)

Table 7. Average Faculty Salaries

Academic year	Professor	Associate professor	Assistant professor	Instructor
2006–2007	\$97.7	\$74.0	\$57.3	\$45.8
2005–2006	\$92.2	\$71.7	\$55.1	\$43.7
2004–2005	\$88.5	\$68.0	\$54.1	\$40.8
2003–2004	\$84.8	\$65.8	\$52.9	\$38.8
2002–2003	\$80.4	\$62.8	\$51.9	\$37.9
2001–2002	\$76.4	\$59.2	\$49.4	\$37.1
2000–2001	\$74.7	\$57.0	\$48.9	\$39.5

Note: Values in thousands

Source: Appendix FB, p. 59

Duquesne benchmarks faculty salaries against several comparison groups including leading Catholic institutions, the Pittsburgh Council on Higher Education, key local competitors, and selected private institutions. In 2007, faculty salaries were compared for the first time with all other institutions in the relatively new Carnegie classification of doctoral/research institutions. Previous comparisons have placed Duquesne in the context of the AAUP Category IIA classification; however, Duquesne now falls into the doctoral/research classification. Table 8 shows Duquesne's adjusted faculty salaries above the median for all ranks.

Table 8. Doctoral/Research Faculty Salary Comparison

	Professor	Associate professor	Assistant professor	Instructor	All ranks
Duquesne	\$98,219	\$74,076	\$57,554	\$45,782	\$70,823
Median	\$81,851	\$65,348	\$55,469	\$44,664	\$62,462

Source: John Minter Associates, *Average Nine-Month Equivalent Faculty Salaries*, appendix C5-9

According to the research committee's 2006 full-time faculty survey, approximately 54% of respondents reported feeling very satisfied with salary and benefits (*Middle States Faculty Survey*, appendix C5-10, pp. 9–14). While Duquesne uses multiple benchmarks to compare salaries, survey respondents noted disparities with national salary norms of specific disciplines. They suggested that Duquesne take these norms into account in addition to the current benchmarks.

Merit raises are another area of faculty concern. Respondents to the faculty survey suggested that there should be cost of living increases in addition to the merit pool. Over the past six years, the annual merit pool has ranged from 3% to 4.25%. In addition, three school-based funds addressed faculty equity increases in law, pharmacy, and business (for a detailed breakdown, please see *Faculty Salary Enhancement Initiatives*, appendix C5-11).

MENTORING AND RETENTION

It is imperative that new faculty members be mentored on their way to third-year review and tenure. It is equally important that there be incentives to retain faculty members following tenure. In the HERI faculty survey, 43.3% of respondents noted that mentoring was a high priority at Duquesne. Even with high tenure rates, however, 23.6% of the respondents indicated that their departments have difficulty retaining quality faculty members. The professional schools in particular sometimes see highly qualified faculty members leaving for positions with better salaries, less teaching, and more support for scholarly activities.

FACULTY WORKLOAD

Duquesne has made several efforts to document the typical workload of a faculty member. A University committee established by the provost in 2004 to examine faculty workloads was suspended in 2006 without making any recommendations. Duquesne's diversity of departments, programs, and schools impeded agreement on appropriate norms. In 2006, IRP conducted an analysis of the teaching load distribution among the different schools; however, all classes with one-on-one teaching, all dissertation, thesis, or direct reading classes, and all internships were omitted from the analysis. Because this type of instruction is common in the professional schools, many of the credit hours taught by faculty in these schools were omitted. Hence, the University is now participating in a national comparative study of workloads sponsored by the University of Delaware. The results will enable Duquesne to compare its workload data with those of comparable peer institutions. Chapter 7 discusses faculty workload.

HIRING AND SUPPORTING ADJUNCT FACULTY

In recent years, there has been a marked shift to the employment of contingent faculty at the college and university levels. The *AAUP Contingent Faculty Index 2006* reports the most rapid growth in two categories of contingent faculty appointments: part-time positions generally limited to a single course for a single academic term, and full-time faculty fixed-term positions, most often for one to three years of employment that do not lead to consideration for tenure (appendix C5-12, p. 5). In fall 2003, according to data from the US Department of Education, individuals employed in these

two categories accounted for 65% of all faculty at degree-granting colleges and universities in the United States. Non-tenure track and part-time faculty constitute approximately 60% of Duquesne's total faculty. Most contingent faculty are adjuncts hired primarily for teaching.

In spring 2006 the research committee conducted an online survey of adjunct faculty to examine hiring and mentoring practices and faculty's level of satisfaction and concerns. There were thirty-nine respondents representing all schools of the University except Natural and Environmental Sciences, Rangos School of Health Sciences, and Law. Survey respondents indicated that the process used to hire adjuncts tends not to be formally documented, and it varies. In most schools, recommendations to hire specific adjunct faculty come from the division/department chairs, with the final approval coming from the deans.

Adjunct professor training generally consists of attending the University's new faculty orientation program, school-specific orientation sessions (although not in all schools), mentoring by full-time faculty, and workshops sponsored by CTE. Incoming adjunct faculty are invited to attend two CTE-sponsored evening events in August: a college-teaching workshop and an orientation, where they learn about the mission, the value we place on student learning, library and educational technology resources, and the Student Evaluation Survey. Participants regularly report on their evaluations that Duquesne gives a warmer welcome, more resources, and clearer instructions and expectations than other institutions where they teach. All general CTE, CTS, and Gumberg Library workshops are open to adjunct faculty. Often, however, they are unable to attend face-to-face events during the day. These programs have addressed this issue by offering evening and weekend events, self-paced tutorials, session handouts (print and online), and topical online resources.

The research committee's survey of adjunct faculty solicited comments about expected contributions to their department, school, and/or the University at the time they were hired and currently (*Middle State Adjunct and Part-Time faculty Survey*, appendix C5-13). All respondents indicated that at the time of hire, they were expected to contribute by teaching. Slightly over half also stated that they were expected to engage in course development; about 20% were asked to contribute to curriculum development; and about 10% were expected to advise students (p.3). In addition, individual respondents reported such assignments as selecting computer software for courses, coordinating multiple course sections, proctoring exams, and serving on departmental committees. In their current positions, while all of the respondents still indicate that they are expected to teach, more of them also report that they now are expected to engage in non-teaching activities, including course development (~72% now vs. 54% at the time of hire), curriculum development (~30% vs. 20%), student advising (~18% vs. 10%), and external activities such as fundraising and stakeholder relations (~10% vs. 0%; p.4).

Regarding evaluation of job performance, most report that the evaluation is performed by the division/department chair (~54%), dean or associate dean (~18%), and/or other faculty (~15%) (p.7). Over 90% report that evaluation rests largely on the University student teaching evaluations, whereas faculty or chair peer reviews were a factor reported by approximately one-third of the respondents. Much less frequently, other factors were considered, including other teaching-related activities (~5%), research productivity (~2½%), and service (~2.5%; appendix C5-13, p. 6).

Only 5% of the respondents said they had private offices, but a majority said they had access to shared office space, to a photocopier, a mailbox, a computer and printer, and administrative or

secretarial support. Slightly more than half reported having access to office supplies (appendix C5-13, pp. 5–6). When asked to comment further about concerns, many of the adjuncts who chose to reply reported having no concerns, and several offered very positive feedback about their experience at Duquesne. A number of others raised larger job-related issues: for example, that compensation was not commensurate with their workload and level of experience, or that they lacked training and participation in University activities related to academic matters and departmental policies. Some respondents were unclear as to where their course fit into the curriculum, and lacked knowledge of the criteria for teaching “writing-intensive” courses and for grading (p. 8–10). The concerns listed above are consistent with the findings of the *AAUP Contingent Faculty Index 2006* report.

Mentoring of contingent faculty is essential for their professional development. In May 2007, CTE invited a representative group of adjunct faculty to advise Duquesne in making adjuncts feel like a part of the community and in providing them with resources. The advisory process was completed in fall 2007 with a series of interviews with adjunct faculty who are not on campus. In conjunction with this activity, CTE is planning to improve its online resources and support to faculty not at the main campus.

Even though the AAUP Contingent Faculty Index 2006 report paints a worrisome picture about the increasing number of contingent faculty nationwide, it cannot be emphasized enough that without contingent faculty, some of Duquesne’s programs would be seriously handicapped. Introductory language courses, for example, and such skills courses as CORE101, Thinking and Writing, remain highly dependent on adjunct faculty even though the Core has been revised to provide more opportunity for full-time faculty to teach theme courses.

In the professional programs, many of the practitioners are either adjunct or part-time faculty. They deliver the practical educational experiences to our professional students to prepare them for their careers following graduation. Improved communication and opportunities to become better informed about Duquesne’s overall educational mission and practices would contribute to the professional development of the adjunct faculty and strengthen their contributions to student learning.

TEACHING ASSISTANT DEVELOPMENT AND MENTORING

Teaching assistants (TAs) play a vital role in teaching our undergraduates, and thus require mentoring and continual assessment of their performance to ensure 1) quality education for our undergraduates and 2) the development of our graduate students into teacher-scholars. In keeping with these objectives, this committee set out to assess those programs focused on mentoring and evaluating teaching assistants. CTE has an experienced TA who serves as an instructional consultant to TAs campus-wide.

CTE orientation is required by the provost for all incoming teaching assistants. CTE offers a day-long spring workshop for current liberal arts graduate students who will begin teaching the next fall. Incoming liberal arts TAs attend a two-day orientation in August. Both focus on the basics of college teaching. CTE collaborates with natural and environmental sciences and pharmacy to offer a week-long orientation to incoming TAs in those programs. This program includes videotaping of teaching and feedback by experienced TAs, and training on lab safety.

CTE and ESL offer a joint evening orientation for incoming international TAs. This program focuses on the culture of teaching in the U.S. ESL, CTE, and departmental faculty test all non-native speakers of English and determine the extent to which each person should be involved in teaching (e.g., teach independently, be paired with certified speaker of English, provide support roles in lab). ESLP offers a semester-long international TA seminar that integrates language and pedagogical training.

General CTE workshops are open to all graduate students. Additionally, special events are offered where TAs discuss readings about teaching techniques and learning research. These are generally led by TAs themselves. Each year, CTE offers a four-part series on landing an academic job: cover letter and curriculum vitae writing, philosophy statement, teaching portfolios, and interviewing. The provost, associate provost, deans, and faculty provide leadership in these sessions.

CTE oversees the provost's Graduate Student Award for Excellence in Teaching, for which nominees create a teaching portfolio as the award dossier. The evaluation committee gives graduate students a unique opportunity to serve alongside faculty in choosing each year's winners. Representative TAs in each department are also invited to advise CTE on TA services, and often, this results in changes both at CTE and within the department (e.g., creation of spring TA orientation, improving departmental evaluation and mentoring of TAs, and collaboration between CTE and departments in offering programs).

The TA mentoring process varies widely across and even within programs, from informal mentoring to systematic preparation of TAs for their teaching role. For example, English and chemistry pair incoming TAs with an experienced graduate student the first year. In many programs, TAs are assigned to help with a professor's course before teaching on their own (e.g., theology, philosophy, communication). Some programs designate head TAs who coordinate a large course and hold regular TA meetings (e.g., chemistry, pharmacy, and communication). Some programs hold seminars on teaching led by faculty, experienced TAs, or CTE staff (e.g., philosophy, communication). In others, faculty systematically observe TAs and provide feedback (e.g., psychology).

The HERI faculty survey included questions about mentoring programs for TAs. Suggestions for improving these programs included 1) providing faculty with guidelines for mentoring, 2) increasing faculty involvement with these processes, 3) making teaching workshops for TAs required rather than voluntary, 4) conducting regular formal assessments of TAs with feedback, 5) providing structured workshops on syllabus creation, classroom management, and teaching that takes into account diverse learning styles, and 6) placing more resources into these mentoring programs. Further suggestions made by faculty were to increase the stipends and enhance the health care benefits in order attract more competitive students.

MISSION AND ACADEMIC FREEDOM

The Mission Statement defines Duquesne as "a community dedicated to the discovery, enhancement, and communication of knowledge and to the free and diligent pursuit of truth . . . (appendix MS, p. 2). Duquesne is open to the exploration and discussion of new and controversial ideas. The University places a premium on intellectual autonomy and integrity, and the pursuit of truth through scholarly research. By fostering an atmosphere of openness, the University provides the ecumenical community "for the dialogue of students and teachers of all beliefs." The search for

truth within an atmosphere of openness is a central theme that informs Duquesne as both a University and a Catholic University.

It does not follow, however, that Duquesne's openness to dialogue will lead it to relinquish those core beliefs that constitute its specifically Catholic identity. Hence, ecumenism does not mean that everything is acceptable. In fact, while academic freedom is essential to teaching at Duquesne, the *Faculty Handbook* also states that "the teacher should not . . . interject opinions which have no relation to the subject and should not impose personal views of the subject upon the students. The teacher should respect the religious and ecumenical orientation of the University" (appendix FHB, p. 12).

The central conclusion with respect to academic freedom is that academic autonomy is preserved within the context of Duquesne's mission statement. One can have a commitment to Duquesne's mission and identity and to the values upon which the University was founded without sacrificing academic excellence. Duquesne's commitment to the scholarly norms of excellence expected within any University is also operationalized through its "goal of hiring, rewarding, and retaining outstanding teacher-scholars" (appendix SSD, p. 19). Newly appointed faculty are encouraged to conceptualize academic freedom against the backdrop of a vibrant Catholic intellectual tradition and a critical dialogical exchange of ideas.

GOVERNANCE

As noted in Chapter 3, the committee structure at Duquesne is an important means by which faculty are ensured a role in institutional governance. At every level, from department to school to the University as a whole, faculty participate in developing and reviewing curriculum, implementing learning assessment processes, defining standards for faculty advancement, and helping to set policy on such matters of student conduct as academic integrity. Furthermore, faculty are seen as major stakeholders in strategic planning. Within the extensive committee structure, the Faculty Senate is the principal liaison between the administration and the faculty as a whole, and one of the Senate's most important functions is communication with the faculty, a function that the administration encourages and depends upon.

The Faculty Senate communicates with the entire faculty through a tri-annual newsletter, a Faculty Senate Blackboard site, and open forums. The Blackboard site contains the minutes and agenda items from meetings of the Faculty Senate executive committee and the Senate assembly, from other University committees including the Auxiliary Services and University Library Committees, and the President's Advisory Council.

The Senate has hosted open forums on central issues such as the relationship of Duquesne's mission and identity to academic freedom; revision of both non-clinical and clinical teaching evaluations; proposed criteria for graduate faculty status; and implementation of voting procedures for review of candidates for full professor. Faculty have the opportunity to voice their opinions collectively on many matters; they are invited to attend the forums, discuss the topics within their departments and schools, and then express their position by secret ballot.

Evidence that the administration takes faculty recommendations seriously may be seen, for example, in the formation of the President's Advisory Council on Diversity, and commissioning of a campus climate study in response to faculty-initiated concerns about diversity. Another example is the

administrative decision, following the open forum on the proposed revisions to the Core Curriculum, to accept the faculty vote on the Core as definitive rather than consultative as originally stated.

Despite efforts by both the administration and the Senate to engage a greater number of faculty in discussion and debate about issues related to Duquesne's educational mission, the results of the HERI Faculty Survey and the 2006 faculty survey conducted by the research committee brought out some contradictory findings. Only 39% of the respondents to the HERI survey felt they were sufficiently involved in campus decision making. Some respondents' comments on the 2006 research committee survey noted that their workloads or promotion and tenure demands prevented them from participating in these processes. Almost one-third of the respondents to the 2006 survey reported they had actively participated in institutional governance, but fewer than half of that group reported that their participation had been recognized and rewarded as a significant form of service.

Within the broad area of governance, a specific concern that came to light in the 2006 survey was the role of faculty in decisions about allocation of resources (see the *Constitution of the Faculty Senate*, appendix C5-14). Faculty have expressed concern about the transparency of the process and the extent of their input. In response to the survey question, "You feel that you are involved with allocation of resources including space, funding, technology, and staff to support your professional expectations for teaching, research and scholarship," 27% of the respondents agreed or agreed strongly, 42% disagreed, and about 17% were neutral (appendix C5-10, p. 55). In comments associated with this question, faculty noted that the dean and department/divisional chairs allocated the resources, and that their degree of involvement in such processes was dependent upon the leadership style of the dean or the chair/head.

The creation of an Auxiliary Services Committee within which faculty, staff, and campus administrators meet to discuss future projects is a response to faculty requests for more open and transparent budget allocation processes. Some faculty have suggested expanding the Auxiliary Services and Budget Committees, and holding open forums to discuss present and future projects and thereby obtain wider faculty input on these matters. Establishment of a formal means of annually communicating the details of the five-year financial plan to the campus community is a recommendation in Chapter 2.

GRIEVANCE PROCESS FOR FACULTY

Duquesne's faculty may voice their concerns and grievances through the Faculty Senate or the University Grievance Committee. The Duquesne University *Executive Resolutions of the Board*, Statute VII, established a standing University Grievance Committee for Faculty (UGCF). The UGCF is elected by full-time faculty members. In accordance with procedures established by its dean, each college/school, and Gumberg Library selects one representative to serve on the UGCF for a term of service of three years. Annually in September, the UGCF elects a chair. Customarily, tenured faculty serve on this committee. Committee membership is not currently published on the University web site. Faculty can obtain this information from their department or the provost's office; however, it would be more convenient and perhaps encourage faculty to consult the committee if information about the UGCF were more widely publicized.

The UGCF reviews complaints from all ranks of faculty regarding matters of tenure, promotion, academic freedom, or other grievances. The committee's basic charges are to assure the proper applications of the rules and criteria of the schools and University and to determine whether local

criteria are consistent with University policy and are applied uniformly and consistently, and that adequate consideration is given to all available relevant information. The UGCF establishes its own procedures for receiving and investigating grievances, and procedures for conducting a formal hearing. The due process procedures developed by the UGCF are published in the *Faculty Handbook* as Appendix D.

A faculty member may submit a request for review of a complaint by contacting the chair of the UGCF in writing. A faculty member may demand an investigation as his/her right in a case concerning a dismissal. If the dismissal is in violation of University Statute VI, the faculty member may demand a formal hearing as his/her right. A tenured faculty member may demand a formal hearing concerning a dismissal as his/her right.

Formal hearings are conducted according to the rules established by the UGCF, which is not bound by the rules of legal evidence. Parties are permitted to have advisors or counsel. However, these advisors or counsels function as private counsel to the parties and not as active participants in the hearing. All parties may obtain witnesses and documentary and other evidence and have the right to question witnesses. In case of dismissal, the burden of proof is on the University to show that it has followed the established procedures, and that adequate cause exists for the dismissal of a tenured faculty member. The burden of proof shall be satisfied only by clear and convincing evidence in the record considered as a whole.

The findings and recommendations of the UGCF are transmitted in writing to both parties, to the provost, and to the president of the University. Explicit findings are made with respect to all questions at issue. Majority vote rules in the committee; however, a significant minority can submit their written opinions. The decisions of the UGCF are binding on the University subject to the review and approval of the president.

There were four grievances filed between 2004 and 2007. For the most part, the faculty grievance procedures outlined above have worked well. The members of the UGCF take great care in ensuring that the grievances of their colleagues are dealt with efficiently, fairly, and with due regard for rights of all parties. While the procedures are comprehensive, covering all grievances of the faculty, the predominant complaints have been related to promotion, tenure, and dismissal. Faculty have recently expressed interest to the Faculty Senate and UGCF in reviewing the grievance process, particularly with regard to the length of time between the decision of the UGCF and the final determination by the president.

CONCLUSION

Duquesne has an accomplished and dedicated faculty that strives to excel in teaching, scholarship, and service. In the HERI survey results, 78.9% of faculty said that their overall job satisfaction is very high; 62% indicated their teaching load is very satisfactory; and 51.2% that there are prospects for career advancement at Duquesne. While only 51.8% think they have very good opportunities for scholarly pursuits, most respondents (86.6%) were very satisfied with their autonomy and independence. Faculty engagement in scholarship, teaching, and service is motivated and inspired by the University mission and strategic plan at the most fundamental level. Duquesne's teacher-scholars are guided by a commitment to "serving God by serving students."

RECOMMENDATIONS

- Set hiring goals and benchmark against peer institutions in recruiting minority faculty members.
- Revisit the emphasis given to service in making decisions about faculty productivity, retention, and advancement based on the growing understanding that the mission should guide the University toward a more explicit consideration of service.
- Form a University committee to further define the teacher-scholar model and more clearly delineate the expectations relating to workload balance. This should result in the development of a systematic evaluation and equitable distribution of faculty workload with increased emphasis on service, and in the updating of the *Faculty Handbook* to more thoroughly describe teaching, scholarship, and service expectations.
- Develop a University-wide formal process for mentoring full-time and part-time faculty. Develop a corollary process for teaching assistants.
- Benchmark compensation for part-time faculty and teaching assistants to ensure that it is competitive. Benchmark full-time faculty salaries regularly against recommendations of professional associations and accrediting bodies.
- Maintain an appropriate balance between full-time and part-time faculty. Provide professional development and regular communication channels for part-time faculty to help them ensure that the students' learning experience is consistent with Duquesne's educational mission.
- Review the current grievance process with the goals of ensuring that 1) grievance decisions are timely and remain confidential, 2) grievance documents are appropriately archived or destroyed, 3) the UGCF has adequate resources including secretarial support to conduct its business, and 4) the process is easily accessible to all eligible full-time and part-time faculty.

CHAPTER 6: EDUCATIONAL OFFERINGS, GENERAL EDUCATION, AND RELATED EDUCATIONAL OFFERINGS

STANDARD 11

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

STANDARD 12

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

STANDARD 13

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

INTRODUCTION

Since 2003, Duquesne has created an infrastructure of academic programming, program review, and student and program assessment. The strategic plan calls for revitalizing the University Core Curriculum, enhancing the Honors College program, and strengthening the quality of all academic programs with particular attention to coordinating and strengthening graduate education. It further calls for supporting library and instructional technology as learning resources (objectives 1.4, 2.4, 3.2–3, 3.7–10, appendix SP, pp. 2–4). This chapter documents how effectively Duquesne has met these objectives, recognizing that they are being addressed over a five-year period and therefore will be in differing stages of development. It also addresses the rapid changes in technology that impact teaching and learning.

The research committee focused on the following topics:

- The revision of the Core Curriculum to better embody the values of the mission
- The strength of the quality of academic programs and their congruence to mission at both the undergraduate and graduate levels
- The assurance of coherent learning experiences and the synthesis of learning across all undergraduate and graduate programs
- The use of technology to enhance teaching and student learning
- The collaborative information literacy efforts of librarians and teaching faculty, and the Core information literacy requirement
- The evaluation of distance learning, its rapid development and growth at Duquesne University, and the assurance of rigor, quality of instruction, and expected learning outcomes on a par with traditional courses
- The review of special programs including off-campus, accelerated, and adult education programs, for equivalency of academic rigor, instruction, and learning outcomes

A full list of research questions can be found in the self-study design document (appendix SSD, pp. 22–24).

GENERAL EDUCATION: THE REVISED CORE CURRICULUM

The University Core Curriculum is the common educational experience for all Duquesne undergraduates. In response to strategic plan objective 1.4, the University Core Curriculum Committee began work in 2002 to revise the Core that had been in place since 1987 “to better embody the mission.” The committee began by studying the Spiritan roots of Duquesne’s mission. Committee members also read and discussed Association of American Colleges & Universities (AAC&U) materials on general education, benchmarked general education programs at other universities and colleges, especially comparable Catholic universities, and looked at examples of service-learning, information literacy, and writing intensive courses.

A subcommittee developed several curriculum models which were debated by the committee as a whole. The committee reached consensus on a model that incorporates discipline-specific courses and a distributive component of theme areas. This model permits students whose program requirements allow for very few electives to have the possibility of choice within the University Core. It also allows the potential for the University-wide participation of full-time faculty in the general education of students.

During AY05–06, the proposal for the revised Core curriculum was vetted in all the schools. In April 2006, faculty endorsed the revised *Duquesne University Core Curriculum* (appendix CCR; see also the Core Curriculum web site, <http://www.academicaffairs.duq.edu/corecurrintro.html>).

As explained in Chapter 1, the foundation of the Core Curriculum is the University’s mission, specifically the commitment to excellence in education and a concern for moral and spiritual values, especially the Spiritan values of global justice, the kinship of all peoples, and service to others. The Core has a five-part structure, with discipline-specific courses, theme area courses, service-learning, information literacy, and a writing intensive requirement. The discipline-specific courses emphasize literacy in the basic disciplines and also in philosophy and theology, the “bed-rock” disciplines of a holistic Catholic education. The theme areas reflect the University’s Catholic-Spiritane commitment to the liberal arts: 1) creative arts, 2) faith and reason, 3) global diversity, and 4) social justice. The service-learning requirement links academic theory and community-based practice. Information literacy and the writing intensive requirement provide a foundation in the basic skills that students must apply and further develop in their major academic programs. (For a comparison of requirements for 1984 and 2006 Core curricula see appendix CCR and the *Core Curriculum* brochure, appendix C6-1; see also the *Rationale for a New Core Curriculum*, appendix C6-2.)

IMPLEMENTATION AND ASSESSMENT OF THE REVISED UNIVERSITY CORE

Implementation of the revised Core began with the entering class in fall 2007. The revised Core Curriculum states overall goals and specific outcomes for each requirement, and assures assessment at multiple points through a three-committee structure. The Program Committee provides general oversight, and also evaluates individual school proposals for discipline-specific ethics courses. The Theme Areas Committee evaluates proposed course syllabi to fulfill the four theme areas, using as its primary criteria the statement of learning outcomes, the alignment of these with outcomes outlined in the Core document for each theme area, and the clear articulation of course-level learning expectations and assessment methods. The Assessment Committee coordinates learning assessment at the Core program level and provides recommendations for improvement to the Program Committee.

The Assessment Committee is currently examining how well learning outcomes and assessment are communicated to students on course syllabi, and how well these are aligned to the goals and outcomes outlined in the Core. The committee is also piloting assessment methods in two disciplinary requirements: English composition and mathematics. The English composition director has begun a portfolio project using funds from a faculty assessment mini-grant awarded by the ALOA Committee. The committee will also attend the AAC&U conference, "Integrative Designs for General Education and Assessment," as a team to help them develop a comprehensive assessment plan for the Core.

In addition to chairing the three committees, documenting and communicating policies and course-approval decisions, and maintaining a Core Curriculum web site, the director of the Core collaborates with CTE, Gumberg Library and the Information Literacy Steering Committee, the Office of Service-learning and the Service-Learning Advisory Committee, and the Writing Center to coordinate support for faculty so they can create courses that meet the spirit and requirements of the revised Core.

GENERAL EDUCATION: THE HONORS COLLEGE

The Honors College is a learning community for academically talented undergraduates from across the University. Students participate in an intellectual community of shared Honors Core courses and co- and extra-curricular activities. A single residential building, Assumption Hall, houses Honors College students. Known on campus as the "honors dorm," this facility increases the visibility of the Honors College and has a reputation as a supportive, academically-focused living and learning environment. Ad hoc study groups are formed in preparation for examinations, and students find that they are surrounded by supportive peers who are willing to tutor or help in times of academic uncertainty or need. New students also benefit from getting to know advanced undergraduates in their majors who can provide support, advice, and guidance.

Strategic plan objective 2.4 calls for the Honors College to become "distinctive and innovative." A vital step was taken in July 2004 when institutional resources were committed to appoint a full-time director of the Honors College. The significant task remaining for the Honors College is to revise its Honors Core courses. Now that the revised University Core Curriculum has been approved, the Honors College Faculty Advisory Committee is working to develop an Honors core that offers the most academically talented students "distinctive and innovative" courses to satisfy their core requirements. A second challenge is to develop opportunities for the Honors College to interface with the various honors tracks in school-based majors.

GENERAL EDUCATION: SERVICE-LEARNING

"The mission of Duquesne University calls for service of others by persons with consciences sensitive to the needs of society" (appendix CCR, p. 11). Strategic plan objective 2.3 stipulates that service-learning courses be offered throughout Duquesne's degree programs. In response, infrastructure to support service-learning has grown from one graduate assistant position in 2003 to the creation of an office with coordinating staff in 2005 (see Office of Service-Learning web site at www.servicelearning.duq.edu). In fall 2005, a full-time coordinator of the Office of Service-Learning was appointed. The position was elevated to director in fall 2007. Progress in establishing service-learning courses is evident: from two redesigned courses in AY03-04 to seventeen in AY06-07, to the full implementation of the new service-learning Core requirement in AY07-08. All academic units are now charged with developing service-learning courses according to specified criteria, and

the Office of Service-Learning provides faculty development support and links to community organizations (appendix CCR, p. 14).

The Office of Service-Learning uses the *Self-Assessment Rubric for the Institutionalization of Service-learning in Higher Education*³ to track Duquesne's progress. The rubric uses a research-based framework of three stages of institutionalization (critical mass building, quality building, and sustained institutionalization) in five dimensions (philosophy and mission, faculty support, student support, community participation, and institutional support). The rubric invites institutions to self-assess within the context of their own mission. As of AY06–07, Duquesne's status can be characterized as fitting the "quality building" stage in each dimension, excellent progress for a three-year-old program. With the new Core requirement, the University is poised to move into the "sustained institutionalization" phase over the next three to five years. Reaching the next phase will require systematically disseminating a clear definition of service-learning, developing and communicating faculty incentives, securing departmental-level support for course development, and comprehensively assessing the frequency and impact of service-learning activities within the larger framework of Duquesne's student learning assessment and program evaluation.

ACADEMIC PROGRAMS

Duquesne University offers undergraduate degrees in eight of its ten schools and colleges, with the Schools of Pharmacy and Law offering exclusively professional doctoral degrees. However, the School of Pharmacy's six-year PharmD program encompasses the traditional undergraduate years and components. There are over eighty undergraduate majors. All ten of Duquesne University's schools offer graduate degrees at the master's level; seven of the ten offer doctoral degrees. In AY05–06, Duquesne University awarded 839 master's degrees, 326 professional master's/doctoral degrees, and eighty-one PhD degrees (see a list of all degrees and majors in the *Duquesne University Fact Book 2007*, appendix FB, pp. 41–49). Since 2003, degree candidates required to submit a thesis or dissertation do so via an online submission process managed by Gumberg Library.

Each school articulates goals statements from which flow program development and evaluation. The *Dimensions of a Duquesne Education* provide the framework by which each school examines and assesses its educational offerings from multiple vantage points, but first and foremost from the vantage point of congruence to mission (the mission statements of each school can be found in the *Inventory of Support Documents* under "Mission Documents"). As discussed in Chapter 8, all academic and academic support units began to submit to the provost academic learning outcomes assessments of each program and degree offered, as a part of the annual report process (see "Academic Learning Outcomes Assessment" under "Assessment Documents" in the *Inventory of Support Documents*).

As a means to further enhance graduate study, the strategic plan directed that a University Graduate Council be formed (objective 3.8, appendix SP, p. 4). Established in 2003, its purpose is to ensure consistent, coordinated standards, policies, and procedures for graduate education, and to encourage collaboration among programs. Council membership includes representatives from all schools, the Gumberg Library, and the Faculty Senate. The council is chaired by an associate academic vice president who reports to the provost. Graduate Council recommendations are made to the Academic Council for final action.

³ Andrew Furco, ed., *Self-Assessment Rubric for the Institutionalization of Service-learning in Higher Education* (Berkeley: University of California, 2002).

DISCIPLINES AND MULTIDISCIPLINARY INITIATIVES OF STRATEGIC EMPHASIS

Duquesne recognizes both longstanding programs that are areas of evident strength as well as promising new initiatives that were already in development as the strategic plan was being written. The intent is to highlight these programs and initiatives and thereby enhance their support. Strategic plan objective 3.3 singles out for special emphasis the disciplines of ethics, leadership, forensics, and biotechnology. Recent outcomes have included the establishment of centers and of endowed faculty chairs in several of these areas, and enhanced library resources to support strategic emphases.

The special emphasis on ethics can be said to permeate and inform every academic unit and curriculum at Duquesne University. From the University mission statement, through the mission and goals statements of the individual schools, Duquesne emphasizes the formation of the ethical citizen and professional. From these mission statements flow curricula and programs with ethics and values at their heart. These range from the general ethics requirement in the University Core to various general and applied ethics courses in the undergraduate curricula, and to specialized graduate programs in such fields as health care ethics, leadership and business ethics, and a concentration in conflict resolution and peace studies in the Graduate Center for Social and Public Policy. There are centers in business ethics, health care ethics, and communication ethics, and, as noted previously, endowed chairs were established in the integration of science, theology, philosophy, and law and in health sciences and ethics.

The emphasis on leadership is most explicitly addressed in the curricula of the School of Leadership and Professional Advancement, at both the bachelor's and master's levels (for example, the BS in professional studies with a concentration in organizational leadership; the MA in leadership and liberal studies; the MS in community leadership). The School of Leadership also houses the Center for Leadership Development and the Nonprofit Leadership Institute (see the Nonprofit Leadership Institute web site, <http://www.nli.duq.edu/nli>). The School of Education places leadership theory at the center of its undergraduate and graduate curricula with its "Leading Teacher" undergraduate programs, and its doctoral programs such as the Interdisciplinary Doctoral Program in Educational Leadership (IDPEL). The school also sponsors a Leadership Institute and the Center for Character Development. An endowed chair in academic leadership was established in 2005.

The special emphasis on forensic science is carried out through a collaboration among several schools of the University. The Cyril H. Wecht Center for Forensic Science and Law, housed in the School of Law, functions as an epicenter for specialized degrees and academic programming, offering: the master of science degree in forensic science and law with the Bayer School; a master's program in forensic nursing with the School of Nursing; and in forensic accounting with the School of Business. The emphasis in biotechnology finds its expression in the Center for Biotechnology, chaired by a newly-appointed endowed professor of leadership in biotechnology. This interdisciplinary center, formed in 2001, draws upon the research specializations of faculty in the Bayer School, the School of Health Sciences, and the School of Pharmacy. The center coordinates research related to the development and application of biotechnology through technology transfer and/or entrepreneurial efforts. In addition to many areas of interdisciplinary and collaborative research, a new MS in biotechnology degree has been approved by Academic Council and by the Pennsylvania Department of Education.

As with the two interdisciplinary initiatives focused around forensic science and biotechnology, Duquesne further seeks to enhance its reputation for academic excellence through additional cross-

and multi-disciplinary efforts. Two notable examples of cross-disciplinary and multi-disciplinary centers and research centers at the University level are the Center for Interpretive and Qualitative Research, and the Center for the Study of Catholic Social Thought. Within the schools, some notable centers include the Bayer School's Centers for Biotechnology and Computational Sciences; the Center for Pharmaceutical Technology in Pharmacy; and Nursing's Centers for International Nursing and Health Care Diversity. In support of these efforts, Duquesne recently created the position of associate vice president for interdisciplinary scholarship and special projects.

The number of cross- and multi-disciplinary programs has also grown markedly over the last ten years. These include the liberal arts major/minor in international relations, the minor in women's and gender studies, and the number of joint and dual degree options now available to undergraduates, such as the BA/BS in liberal arts and business, the BA in liberal arts/MBA, and the BA/BS education, and BS natural sciences/MS education that may be earned in several disciplinary concentrations. Another recently added program is the joint BS biology/MS forensic science and law (a listing of all joint degree programs can be found in appendix FB, p. 49).

COHERENT LEARNING EXPERIENCE AND SYNTHESIS OF LEARNING

Learning experiences in each of the schools have been designed to foster the synthesis of student learning. Activities and experiences vary among degree program and school. Structures which allow students the opportunity to build on knowledge and skills gained throughout an academic program can include, but are not limited to, capstone courses, theses, practica, internships, portfolios, field work, sequential laboratory requirements, student teaching, musical recitals, dissertations, and comprehensive examinations. Graduate students most typically demonstrate their ability to do research through the execution and defense of a thesis in the academic disciplines and through practica and licensure in the professional programs.

Within the professional schools, integration of learning is encouraged most often through practice. Health Sciences undergraduate and graduate programs involve clinical rotations, semester-long projects, field work, and, in the case of the physician assistant program, a didactic year of rotations. Nursing students participate in capstone courses and patient clinical practica, and at the graduate level, clinical preceptorships. Pharmacy students are required to complete experiential education rotations, and in the Graduate School of Pharmaceutical Sciences, theses or dissertations, depending on their level of study. Bachelor-level biology students in the Bayer School take a common upper-level three-credit integrated investigative lab course, followed by a second three-credit integrated lab course that is selected from three options. Bachelor-level chemistry, biochemistry, and environmental chemistry students are required to take an integrated laboratory experience in their junior and senior years.

Business students take required capstone courses at both the undergraduate and graduate levels. Field experiences and student teaching are the primary tools of synthesis for undergraduate education students. At the graduate level, education programs introduce practica, internships, and cognate requirements.

The Mary Pappert School of Music utilizes different types of synthesis activities appropriate to the culture and skills of the music curricula. Junior and senior-level students perform recitals. Master's level students in the music education and theory programs write theses. Students enrolled in the master's level music technology program compile portfolios, and students in the graduate program in sacred music program complete internships.

The McAnulty College and Graduate School of Liberal Arts offers the highest number of degree programs included in this overview. Most of its fifty-three degree programs in undergraduate and graduate studies employ a variety of synthesis activities, including portfolios, internships, senior projects, senior seminars, capstone courses, foreign language course sequences, practica, field work, theses, dissertations, comprehensive examinations, and capstone colloquia.

PROGRAM REVIEW PROCESS

Strategic plan objective 3.2 calls for the implementation of a formal academic program review process and cycle. Duquesne has begun this initiative at the graduate level. The University Graduate Council was charged with developing and overseeing a review process for graduate programs, especially those not evaluated by external accrediting bodies. The systematic review of graduate programs began in 2005; it is conducted according to the *Guidelines for External Review* (appendix C6-3) developed by the University Graduate Council and approved by the Academic Council. Each program review begins with a self-study, followed by a visit from a team of external evaluators. The process concludes with a formal report and recommendations from the external team. The appropriate dean then presents a summary of the reviewers' findings to the Graduate Council. Programs are studied and reviewed along eight criteria, ranging from program quality to fiscal management (see the *Graduate Program Review* report outline, appendix C6-4; completed graduate program reviews can be found in the *Inventory of Support Documents* in "Graduate Program Reviews" under "Assessment Documents").

As seen in Table 9, eight graduate programs have been reviewed as of fall 2007; one has been deferred. As discussed in Chapter 2, recommendations for improvement from these reviews are considered in the budget process.

Table 9. Graduate Program Review Status

Year	School	Program	Status
FY06	McAnulty College	PhD Rhetoric and Communication Studies	Completed
FY06	McAnulty College	Traditional Historical Studies MA	Completed
FY06	McAnulty College	Archival, Museum and Editing MA	Completed
FY06	Bayer School	Chemistry	Completed
FY07	Bayer School	Biology	Completed
FY07	Bayer School	Environmental Science	Completed
FY07	McAnulty College	Philosophy PhD	Completed
FY07	McAnulty College	Theology PhD	Deferred
FY08	McAnulty College	English PhD	Completed

Independent of the process described above, some academic units and programs will, as a normal part of their strategic planning, undertake periodic program review to ascertain that individual programs continue to be relevant to the unit's mission and resources. For example, the School of Education examined two off-campus sites, at Shippensburg and Mercyhurst, PA, where the school offered the IDPEL. Concerns had emerged about the availability and adequate qualifications of doctoral-level mentors and dissertation directors in these off-campus programs. The IDPEL Quality Council, made up of faculty, current students, alumni, and field practitioners, carefully reviewed the situation, and in spring 2006, recommended discontinuation of the program at the two off-campus

sites, with no new cohorts to be recruited. The remaining cohort at each site is being supported through completion of all requirements.

Academic programs complete annual academic learning outcomes assessment reports. These reports help bring into focus the intention to assess student learning and program outcomes relative to the stated goals and objectives of each program. At the level of individual courses, Duquesne is moving rapidly towards the goal of having well-formulated and clearly stated student learning goals on all syllabi. See Chapter 8 for a detailed discussion of learning outcomes assessment and these procedures.

TRANSFER CREDIT AND ADVANCED STANDING

Duquesne grants very limited advanced standing credits at the graduate level, typically a maximum of six to nine credits; but at the undergraduate level a wide variety of opportunities exists to achieve academic credits for work done at other institutions; in other, non-traditional formats; and from internships. Each academic unit has a published policy on the manner in which advanced standing can be awarded. The first criterion is the accredited status of the originating institution. Individual schools and departments seek comparability and equivalency of coursework by referring advanced standing review to appropriate academic departments. Students are usually required to submit course descriptions, syllabi, and other documentation to support their petition for advanced standing. Duquesne maintains a long-standing articulation agreement with the Community College of Allegheny County (CCAC); syllabi from CCAC are examined by each academic department to determine equivalency of learning objectives.

When course work has been accomplished at a foreign institution, either by international students attending Duquesne or by students going out to study abroad, careful attention and specialized knowledge must be brought to bear to evaluate credits. The Office of International Programs supports the academic units and faculty to interpret and evaluate credits from foreign institutions. For example, the OIP provides expertise on the interpretation and evaluation on the transcripts of all international students' coming from a wide range of secondary and higher education institutions all over the world. This is usually in the context of an admissions evaluation, rather than an advanced standing situation. Similarly, the OIP directs students studying abroad to foreign institutions whose courses and systems of awarding credits have been approved through a rigorous site audit and vetting process.

The School of Leadership affords students the opportunity to apply for advanced standing credits through the prior learning assessment process. Through prior learning assessment, adult learners reflect on, question, and come to more fully understand their own previously accomplished learning. Non-traditional students may earn up to twelve credits for prior learning. Students must take the Prior Learning Assessment course, and are guided by a structured and formal process that helps them learn how to study and document college-level learning done in a non-traditional setting, most often a work setting. Through preparing portfolios students learn to assess, analyze, and summarize their prior learning and to present the portfolios to faculty members qualified to review the material. The process has been perceived by students as rigorous, and only a small number of students choose to pursue this demanding method of achieving credit.

TECHNOLOGY-ENHANCED TEACHING AND LEARNING

Strategic plan objectives 3.3 and 3.10 call for special emphasis on technology-enhanced teaching and learning, support for faculty to use technology in their teaching, and regular upgrades to instructional technology. Duquesne has moved aggressively to invest both in technology and in the education of faculty and students in using technology to enable them to be effective teachers and learners. The technology literacy component in the Core curriculum, the advanced course-embedded instruction in various undergraduate curricula, the expansion of the Educational Technology staff, and the growth of distance education illustrate that technology-enhanced teaching and learning is now a defining characteristic of Duquesne University.

Duquesne's early interest in technology to support teaching and learning became formalized in 1996 with the creation of the University Educational Technology Committee. The ETC was charged to develop short-term and long-term goals for the academic use of technology and plans for meeting these goals, and to advise on use of funding to carry out these plans. Its membership includes faculty from each school along with representatives from three major campus units that collaborate to lead instructional technology initiatives: the Educational Technology division of CTS, CTE, and Gumberg Library.

Among the ETC's accomplishments are the identification of common classroom technology; technology training needs assessment for students, staff, and faculty; identification of priorities for educational technology; and identification of resources available to support distance learning initiatives. The ETC was reconstituted and re-charged for AY07–08. The committee's current project is to review and make formal recommendations to the provost regarding the adoption of technology to support coordination of University-wide outcomes assessment information.

FACILITIES AND EQUIPMENT RESOURCES IN SUPPORT OF TEACHING AND LEARNING

There are public computer labs for students in every academic building except the Bayer Learning Center. Most are staffed by lab assistants who troubleshoot problems and assist lab users. Both PCs and Macintosh computers are available. Student lab use is substantial in spite of the growing use of student-owned laptops. In addition to these public labs, there are several discipline-specific labs which serve students in multimedia, music, art, pharmacy, nursing, ESL, and modern languages. These labs contain discipline-specific resources in support of their respective programs (computer lab availability is listed on the CTS web site, http://www.cts.duq.edu/content_pages/faculty/f_labs/f_labs_avail.html).

In AY00–01, CTS's Educational Technology group and the ETC recommended a comprehensive study of the media equipment for each classroom on campus. The results of this recommendation were two-fold: creation of the Campus AV Tracker database (see the "Classroom AV Resource Guide" at the CTS web site, http://lrc2.cr.duq.edu/campus_av), and the media-enhanced classroom initiative. The primary goals of the latter initiative are to reduce the need for faculty to borrow media equipment by providing self-contained media rooms and to further encourage the adoption and effective use of technology in teaching and learning. The purpose of the Campus AV Tracker database is to help faculty identify and request appropriately equipped classrooms for their teaching needs. In AY04–05, based on its assessment of Campus AV Tracker data and faculty requests, the ETC recommended increasing the number of media enhanced classrooms.

Since 2004, more advanced technologies have been piloted and adopted, including the Personal Response Systems (PRS) and MediaSite Live. The interactivity with content and the immediacy of results provided by the PRS allow faculty to assess student learning, reinforce curriculum, monitor student progress, and increase student participation. The personal response system was adopted in fall 2005 based on the positive feedback and recommendation of the faculty and students in the pilot; campus use of the PRS has increased substantially.

MediaSite Live provides the ability to broadcast live classroom lectures to distance learning students along with on-demand viewing. It captures any combination of audio, video, and computer images and offers interactivity by employing question and answer forms, user polls, and a live, text-based chat feature. Forensic nursing, weekend pharmacy, and multimedia programs currently use this classroom technology. CTS's Media Services and Distribution Center (MSDC) has offered the service to the entire academic community since spring 2007.

The MSDC provides an array of services in support of teaching and learning at Duquesne. Its support priorities have shifted from technical equipment support and installation of classroom media to assisting in more advanced design, configuration, and integration of campus-wide classroom media into the campus's technology infrastructure. As a consequence, efforts are underway to develop processes and guidelines to standardize classroom media equipment and provide more instructional support and consultation to faculty to assist them in effective application of current and new classroom media technologies.

TEACHING AND LEARNING WITH THE BLACKBOARD COURSE MANAGEMENT SYSTEM

Duquesne began using the WebCT course management system (CMS) in 1995, adding CourseInfo (now Blackboard) in 1999. Both systems were supported until 2002, allowing instructors to choose their preferred system. Support and licensing issues, the need to incur hardware expenditures for system maintenance, and requests from faculty, students, and programs to standardize one system, led to the campus-wide adoption of Blackboard in April 2002 as Duquesne's single CMS. Blackboard is used to deliver distance learning, hybrid, and web-enhanced courses. In fall 2004, Duquesne moved to Blackboard 6 Enterprise Learning System and Academic Portal, a decision tied to the University's strategic plan (objective 3.3 and 3.10) and in response to faculty and student requests for more features within a more robust system. This move was crucial to continued and expanded technology support for teaching and learning.

Blackboard certification is required prior to creation of a course site for any course, whether online, hybrid, or web-enhanced, and additional certifications prior to enabling of collaborative tools; this ensures informed use of the course management system and specialized tools (see the Blackboard Administrative Policies and Procedures at the Educational Technology web site, http://www.edtech.duq.edu/bb_edtech/bbpolicies/index.cfm).

When courses are taught in both face-to-face and online sections, professors use equivalent if not identical materials and strategies. They employ Blackboard collaborative tools to offer equivalent experiences such as discussions, small group activities, and collaborative projects. To evaluate online courses the University uses a specially designed student evaluation survey and a peer evaluation form.

SUPPORTING TECHNOLOGY-ENHANCED TEACHING AND LEARNING

While many areas within CTS are involved in supporting Blackboard, the Learning Technology Center is the primary provider of user support. The Help Desk resolves most student concerns that are not technical; the LTC staff addresses most faculty issues and provides assistance to faculty and students when the Help Desk escalates a technical issue. The LTC's manager and instructional support staff, as well as the director of Educational Technology, provide all training in how to use the tools and features within Blackboard. They provide consultations with faculty and programs, and any assistance with Blackboard as it relates to teaching and learning, scholarship, and academic program needs. The LTC often collaborates with CTS and the Gumberg Library to deliver specialized workshops (a detailed analysis of the faculty training, classroom technology, and Blackboard support is found in the *Educational Technology Source Document*, appendix C6-5).

Additional CTS support for student use of information technology resources includes its publication *Student Advice Regarding Today's Information Technology* (START-IT) in which advice is provided on the access and use of educational technology resources, such as logging in to Blackboard and requesting Help Desk support (see *START-IT 2007*, appendix C6-6). The CTS computer store provides a significant consulting service for faculty and staff in the selection of hardware and software for institutional purchases. It also works closely with academic departments to ensure that the hardware and software offered to students meets their needs.

INFORMATION LITERACY AND TECHNOLOGY COMPETENCY

Duquesne's commitment to information literacy officially began in 1997 when the library proposed adopting University-wide information literacy instruction. In response, the Academic Council approved the adoption of a required one-credit freshman information literacy course, Research and Information Skills Lab (RISL). The course is taught by library faculty and faculty from the Department of Mathematics and Computer Science. Faculty in the Schools of Education and Music presently teach approved alternate courses. In addition to information literacy skills, these courses cover basic technology skills (Windows file management, Word, Excel, and PowerPoint), as well as copyright and academic integrity issues. The freshman information literacy requirement became a part of the revised *Duquesne University Core Curriculum* (appendix CCR) in 2006. The Core Curriculum Committee will review any new alternate courses proposed to fulfill this requirement. RISL will have a UCOR number in fall 2008. All sections are offered for a grade as of June 2007. Previously most sections were pass/fail.

Most sections of RISL are taught by librarians in the library's classroom. Librarians teach up to four sections of the course with no reduction in other duties; there are thirty-five to forty students in each section. The resulting workload consumes a large proportion of librarians' time, limits students' use of the library's sole classroom as an open lab, and prevents librarians from fulfilling faculty requests for course-integrated instruction, particularly during the fall semester. The Information Literacy Steering Committee is currently considering a proposal from the chair of the Department of Mathematics and Computer Science that would transfer full responsibility for RISL to Gumberg Library. Some steering committee members have expressed a preference for the course to remain in the College and be administered by the steering committee in collaboration with the Core Curriculum Committee.

The Information Literacy Steering Committee was charged in 2004 to oversee the continuing development of RISL; to bring the concept of information literacy across the curriculum to the faculty at large; to promote the infusion of information literacy skills into the curriculum; and to

document and report to the provost the state of current information literacy efforts and make recommendations for assessment. The steering committee is composed of faculty from the library and the schools that teach RISL, as well as a representative from the School of Leadership. While most of the committee's time has been spent on RISL, the committee has also conducted focus groups to discern faculty's familiarity with the concept of information literacy, developed a working campus-wide definition of information literacy, and initiated a process for awarding Information Literacy Fellowships to faculty. Fellowships are offered to encourage faculty to incorporate information literacy into one or more courses and to assess outcomes. Three fellowships have been awarded (see the *Academic Year 2006–2007 Activity Report* of the committee, appendix C6-7).

Responsibility for developing RISL program level learning outcomes, course content, and assessment rests with the Information Literacy Steering Committee. Members agree on the RISL learning outcomes and decide which outcomes will be assessed each year. Instructors teaching any of the approved courses contribute assessment data for the designated learning outcomes. The steering committee uses this information to formulate the required reports, to suggest revisions to course content and testing methods, and to suggest outcomes to be assessed in the following year. Gumberg Library reports on information literacy outcomes at the program level on behalf of the steering committee.

In 2006 the Information Literacy Steering Committee conducted a survey to investigate the level of faculty's familiarity with information literacy and how faculty incorporate and assess it in their courses. There were 143 responses to the survey representing all ten schools. Approximately two-thirds of the respondents were full-time faculty; about a quarter were adjuncts, and about eight percent teaching assistants (appendix C6-7). The survey defined information literacy as the ability to build a knowledge base by ethically and effectively locating, evaluating and integrating information. Notable findings include the following:

- Nearly 72% of the 131 respondents who answered the question found the definition of information literacy highly relevant to the students they teach. Twenty-six percent found the definition relevant or somewhat relevant, while less than 2% did not find it relevant.
- Respondents reported teaching all six of the skills associated with information literacy: 1) determine the nature and extent of information needed; 2) access the needed information effectively and efficiently; 3) evaluate information and its sources critically; 4) incorporate selected information into one's knowledge base; 5) use information effectively to accomplish a specific purpose; and 6) understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.
- Respondents reported teaching most information literacy skills at the junior/senior level. The most frequently taught skill at the freshman level is accessing and using information ethically (41%).
- The skill most frequently included in learning outcomes is using information effectively to accomplish a specific purpose (79.3%)
- Over 60% of the respondents reported assessing student performance on information literacy skills frequently or always.

Gumberg Library contributes to student and faculty use of information and learning resources by collaboratively providing training in the skills needed to effectively access, evaluate, and ethically use information for lifelong learning. Its instructional programs follow the standards endorsed by the Association of College and Research Libraries for information literacy. Gumberg Library provides

faculty development programs on topics such as open access, copyright, cited reference searching, integrating information literacy skills into the curriculum, and learning outcomes assessment. Many are offered in collaboration with strategic campus partners such as CTE and LTC. Gumberg's librarians provide course-integrated instruction for all schools except the School of Law. Course-integrated instruction is generally offered for upper level undergraduate and graduate courses. These sessions are most often one-time class meetings with individual follow-up upon request. Librarians from Duquesne's Center for Legal Information participate in teaching a required research course for entering law students.

Duquesne's libraries make strategic use of technology to support educational programs and facilitate students' use of information resources. Library services are provided both face-to-face as well as online. Recognizing that students often begin their search for information with the web, Gumberg Library has proactively taken steps to make the library's collection easily accessible through Google and PubMed through a link called "Find It @ Duquesne." Outreach and instructional programs help students and faculty take advantage of this added functionality.

At the University level, technology competency is specifically addressed in various schools and programs across campus. For example, technology literacy and advanced technology knowledge and skills are integral to the master's degree in multimedia technology offered by McAnulty College, the School of Education's master's degree in instructional technology, and the School of Music's bachelor's and master's degrees in music technology. In all of these programs, technology competency is developed systematically and progressively through a sequence of courses. In the music degrees, for example, the freshman course, Computers for Musicians, integrates the University's RISL course directly into a course specific to musicians and includes computer music notation, MIDI theory and sequencing. Knowledge and skills learned in this course are, in turn, reinforced in other courses such as Piano for Music Education. Whereas many individual programs and courses emphasize and integrate technology in unique ways, technology competency is not yet addressed in a systematic manner across the University. Building upon the current initiatives, the University should move to a more deliberate and comprehensive approach to the integration of technology competency across all programs.

DISTANCE LEARNING

Participation in online programs and courses is expected to grow by 10% in the next year. Overall, as of December 2007, 6% of Duquesne's students take online courses. This relaxes the physical and temporal constraints imposed by the physical campus infrastructure and essentially increases the capacity to better serve the growing face-to-face student body. In 2006, there were twice as many students (1,880) enrolled in distance learning courses compared to the 2003 enrollment of 911.

Online courses and programs, which serve students who are not physically in the campus classroom, are strategically important to the University. The degree of significance of distance learning within the individual schools varies across campus, given the various levels of development within each. Currently, six schools have created programs that are entirely online: the School of Education, the School of Music, the Bayer School, the School of Nursing, the School of Pharmacy, and the School of Leadership. Program offerings include certificate, undergraduate, master's, and doctoral level programs; there are currently fifteen degree programs and two graduate certificate programs offered within these schools. Both certificate programs are offered only in the online format. Nine of the degree programs are delivered only online. The remaining six degree programs are delivered in

entirety in both face-to-face and online formats that are designed to provide equivalent content. Online delivery is provided through the Blackboard course management system.

SUPPORT FOR DISTANCE LEARNING

Because distance learning programs arose in the individual schools at various times, the schools provided many organizational and support structures, while technical issues have been addressed by the Help Desk. As programs grew, however, the possibility of centralizing certain services was considered. In December 2003, a distance learning task force, consisting of representatives of all the schools, submitted recommendations to the provost to create a Center for Distance Learning that would offer centralized services in the areas of organizational structure, faculty support services, and student support services, with academic control continuing to reside within the schools. Instead of centralizing distance learning, the University opted to continue to work under a collaborative model. Academic control of online programs remains within the schools. CTS is tasked with supporting online offerings by aggressively adopting and implementing state-of-the-art technologies and providing training for faculty.

Library support for distance education programs includes instructional services, copyright cleared electronic course reserves, and research assistance by e-mail, telephone, and interactive chat. Distance students can access over 190 databases through the library web site. The library also provides materials from its collection by mail and email to distance learners.

ACADEMIC STANDARDS, RELEVANCE, AND CONTINUATION

Each academic unit ensures that distance learning programs and courses meet the same standards for rigor, quality of instruction, and expected student learning outcomes as their traditional classroom counterparts. This is accomplished through application of equivalent criteria for implementation appropriate to the learning environment, and assessment and evaluation. Schools governed by outside accreditation agencies are required to meet accreditation standards regardless of location or delivery mode. For example, the School of Nursing must meet accreditation standards of the Pennsylvania State Board of Nursing and the Commission on Collegiate Nursing Education, and the School of Music must meet the accreditation standards of the National Association of Schools of Music.

Processes are in place to assess the continued relevance and appropriateness of distance learning programs. For example, the School of Nursing has implemented a comprehensive evaluation plan that includes periodic comprehensive review of all programs. The School of Education has also designed processes for program evaluation. Currently, two degree programs are being phased out, one in the School of Pharmacy and one in the School of Education. Although the non-traditional PharmD program was considered successful, with cohort classes reaching a high of fifty-two students, the online doctoral pharmacy program was a time-limited, transitional pathway intended to assist BS Pharmacy graduates in earning a professional doctorate. The School of Education chose to discontinue the EdD in instructional technologies, one of their four distance program offerings; this decision was based in particular upon a change in faculty resources. In both of these instances, a strategy was developed and implemented to ensure that all students are provided a path to degree completion that will not compromise the integrity of the initial program offering.

SPECIAL AND OFF-CAMPUS EDUCATIONAL OFFERINGS

Duquesne offers a number of special programs both on the main campus as well as at other sites. On the main campus, the Gussin Spiritan Division of Academic Programs extends the University's

mission to underserved and academically disadvantaged students. During the last five years, Duquesne has moved into the international arena by developing the Italian Campus Program in Rome, Italy. In addition, a number of programs and degrees are offered at various off-campus sites in Pennsylvania, foremost among which are the programs offered by the School of Leadership at the Capital Region Campus (CRC) in Harrisburg, PA.

THE SPIRITAN DIVISION—A SPECIAL CASE OF STUDENT SUPPORT

Established in 1997, the Spiritan Division enrolls a select group of diverse students representing different regions of the United States. Each academic year, the Spiritan Division carefully selects approximately thirty students who demonstrate potential in spite of high school records and test scores below the University's admissions standards. The academic profile of the Spiritan Division students reveals average SAT math and verbal scores about 90–100 points lower, and high school GPA averages 1.03 points lower, than Duquesne's average (appendix C1-13, pp. 13, 16).

In a carefully structured program of student intervention and support, the Spiritan Division provides a comprehensive support system that includes tutoring, academic advisement, and counseling. Students are coached to proactively seek to prevent academic failure and to increase their learning sophistication through programs and services that teach them how to learn for the long-term. The record of success with the program is evident in Table 10.

Table 10. Spiritan Division: Current Overall Retention

Cohort number (year)	Original size	Graduated before 2005–06	Graduated 2005–06	Graduate sub-total	Currently attending	Total retention	Retention rate
1 (1997–98)	19	4	0	4	2	6	31.6%
2 (1998–99)	21	6	1	7	1	8	38.1%
3 (1999–00)	29	6	1	7	1	8	27.6%
4 (2000–01)	39	17	2	19	3	22	56.4%
5 (2001–02)	130	35	27	62	17	79	60.8%
6 (2002–03)	89	0	22	22	34	56	62.9%
7 (2003–04)	39	0	0	0	31	31	79.5%
8 (2004–05)	49	0	0	0	40	40	81.6%
9 (2005–06)	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Totals	415	68	53	121	129	250	60.2%

Note: Cohort 6 was adjusted downward by one to compensate for a student death during her sophomore year.

STUDY ABROAD AND THE ITALIAN CAMPUS PROGRAM IN ROME, ITALY

In July, 2004, the provost created a new, centralized Office of International Programs. In a post-9/11 climate of increased institutional risk associated with sending students and faculty abroad, along with the growing realization that our students must be educated to become citizens of a global economy, the OIP is charged with bringing institutional focus, uniform safe practice, and academic rigor and assessment to international initiatives. The OIP has quickly become the primary advocate and creative locus for developing increasing numbers of study abroad opportunities for students and faculty. Students' options range from short-term faculty-led courses and programs, to semester-long study abroad at a carefully vetted list of institutions.

The Italian Campus program in Rome, Italy, is Duquesne's largest program and enrolls about 70% of the students studying abroad for a full semester. Established in 2001, it offers students the opportunity to develop a global perspective, intellectual breadth, and a greater sense of their spiritual roots. The program's mission statement is tightly linked to the University's mission.

Duquesne has invested substantial resources in moving the Italian Campus program from a fledgling start-up in spring 2001, housed in temporary quarters on the outskirts of Rome, to a fully subscribed program of sixty students each semester. In fall 2004, Duquesne moved into newly remodeled quarters provided through a long-term partnership with the Sisters of the Holy Family of Nazareth. This ten-year commitment allowed the Sisters to invest over five million euros in their extensive property west of Vatican City. Duquesne worked closely with the Sisters to design quarters especially for Duquesne's academic and residential requirements.

Created principally for sophomore-level students across the University, the curriculum offers courses that both satisfy students' general education requirements and capitalize on the richness of the historical, cultural, and spiritual context of Rome (see *Duquesne University Italian Campus: Spring 2006*, appendix C6-8). The program employs multiple assessment instruments for faculty, staff, and students in order to assure an equivalent academic rigor in this off-campus program. The assessments of the program, the staff, the courses, and the faculty include some of the Duquesne University's traditional assessment instruments (e.g., the teaching evaluations done on all courses in Rome) as well as specially designed instruments appropriate to the international character of this program (see *Duquesne University Italian Campus Program Evaluation*, appendix C6-9).

The OIP is actively working with Rome faculty and staff to reference the mission and to incorporate learning outcomes in their academic and support services programming (see *Site Visit Evaluation Guidelines*, appendix C6-10). Feedback from students and faculty is ongoing, as are faculty and administrative changes as a result of the feedback. Students regularly report that their courses at the Italian Campus program are both some of the most demanding and best courses of their undergraduate experience (see *Office of International Programs 2005–2006 Annual Report*, appendix C6-11, and *Italian Campus Faculty Handbook*, appendix C6-12).

OFF-CAMPUS PROGRAMS AND ACADEMIC RIGOR

Off-campus programs, whether at a short distance from the main campus and staffed by Duquesne's own full-time faculty or at a substantial distance in a foreign setting and staffed by distant and multinational adjunct faculty, require vigilance to maintain academic equivalency and rigor, strategic appropriateness to mission, and adequacy of support services. While Duquesne has only a small number of off-campus programs in addition to the Italian Campus, all programs share attentiveness to these concerns. The CRC represents the largest concentration of off-site Duquesne programs and students.

The various programs, both graduate and undergraduate, approach the question of equivalent academic rigor from both the faculty/educational delivery input side and from the assessment/learning outcomes side. The great majority of the off-campus programs rely on faculty to deliver courses and programs equivalent to those on the main campus. In all cases, faculty are required to teach the same curriculum and have the same level of academic credentials, and are subject to oversight from the main campus and academic department in developing equivalent syllabi and learning outcomes. In many cases, faculty at the main campus travel to teach the courses at off-campus sites. For instance, the two MBA programs delivered at St. Vincent's College and in

Cranberry Township are close to Pittsburgh and utilize main campus full-time Duquesne faculty. Other, more distant programs rely on processes to link distant, usually adjunct faculty, to their main campus academic departments. Examples of this close linkage are in the School of Leadership's programs at the CRC. All faculty in Harrisburg report to a "team leader" faculty member representing the discipline and the home academic department. The team leader exercises oversight on syllabus development, including learning outcomes, and acts in a mentoring capacity to the off-site adjunct faculty. Prior to the beginning of each year the director of the CRC holds a faculty meeting that updates the off-site faculty regarding new initiatives, changes to curriculum, new degrees, etc. These meetings include faculty, staff, and administration from the main campus. For example, in 2007 the School of Leadership determined that all faculty would begin to utilize the Blackboard Learning Management system in their classes. Faculty training was offered on-location at the CRC. A technology team located at the main campus is available to assist faculty as they move forward with this new initiative.

The off-campus graduate programs offered by the School of Education conduct their academic equivalency processes through a combined utilization of faculty and outcome assessments. Six graduate degrees or certifications are offered in four different locations. Program equivalency is assured by the predominant use of home-based faculty, and adherence to the same program assessments for both off-campus and main campus programs. The data from these assessments are collected in a common database and the off-campus student learning outcomes are then compared to main campus outcomes.

In summary, although Duquesne has minimal off-campus programming, the academic rigor of these programs is largely vested in dependence upon faculty to deliver equivalent courses with equal learning outcomes. When adjunct faculty are employed in off-campus programs, administrative processes to create close linkages among off-campus faculty and their main campus academic departments are key. The rigor of off-campus courses taught by adjunct faculty and the degree to which their syllabi contain clearly articulated learning outcomes and assessments of those outcomes reflect the home departments' commitment to this vision. This commitment remains solid but unevenly manifested in the quickly shifting culture at Duquesne. Departments and units involved in off-campus programming need to work in a deliberate way to assure that off-campus programming is in close accord with the academic standards and assessments expected at the main campus.

The availability of student services, such as access to on-site library resources, academic advisement, classroom and even residential facilities, varies widely between the off-campus program sites. The Italian Campus program in Rome provides an extensive physical plant including residential and dining facilities, state-of-the-art classrooms, computer labs, offices, and a small library. A staff is also present to support the program, and student and faculty needs. The CRC is a University-owned building that provides classroom and computer laboratory support. The remainder of the off-campus locations operate in space rented or loaned to Duquesne by other Pennsylvania campus partner institutions (such as facilities for the MBA program at St. Vincent's in Latrobe). The campus web site and the online Gumberg catalog and electronic database collection facilitate off-campus student access to library and advisement resources available in-person at the home campus. In all cases, academic units solicit continual assessment and feedback from student groups via formal assessment instruments. For example, the School of Leadership uses the Noel-Levitz survey to gather essential feedback on services from students at the CRC (see the *Noel-Levitz Duquesne University Spring 2007 Adult Student Priorities Survey*, appendix C6-13).

ACCELERATED LEARNING AND ACADEMIC RIGOR

In 1992, Duquesne opened its Saturday College, an accelerated undergraduate degree program offering a BS in professional studies for working adult students. This award-winning program is offered in five eight-week terms per academic year. The courses are offered through an accelerated model, i.e., face-to-face courses that “are presented in less time than the conventional number of instructional contact hours . . . and for a shorter duration.”⁴ This program is now part of the School of Leadership, along with master’s programs in leadership and liberal studies, community leadership, leadership and business ethics, and leadership and information technology, which all offer courses in an every-other-Saturday of the semester format. In the School of Leadership, three-credit courses meet for twenty-eight contact hours over either eight to nine weeks (the undergraduate and graduate summer semesters) or thirteen to fifteen weeks (the fall and spring graduate semesters). Accelerated courses and programs in the School of Leadership are held to the same standards of instructional quality and academic rigor as those of traditional programs at Duquesne University.

Research by Scott⁵ showed that accelerated, intensive courses can promote powerful learning when certain factors are present, including instructor enthusiasm and expertise, active and applied learning, classroom interaction, good course organization, student input, a collegial classroom atmosphere, and a relaxed learning environment. The factors cited are precisely those emphasized in the School of Leadership’s course offerings and supported by such practices as the hiring of instructors who have practitioner experience and an applied focus; encouraging adult- and student-centered active learning methodologies; and retaining faculty who, over time, prove to be responsive to student input, are organized, and make efficient use of time. In addition to these practices, sensitivity to student feedback (both informal and solicited through faculty evaluations), the use of measurable learning outcomes and assessment rubrics at the course level, and regular program reviews all help to ensure instructional quality and academic rigor.

CONCLUSION

Duquesne’s educational programs have grown and expanded markedly. The newly revised and implemented University Core Curriculum includes a service-learning requirement and makes information literacy one of the goals of general education at Duquesne. The use of technology to enhance teaching and learning at all levels is a defining characteristic of educational programs, and participation in distance learning is growing. Opportunities for study abroad abound. Program and learning outcomes assessment are part of both undergraduate and graduate curriculum development and planning.

RECOMMENDATIONS

- Create an administrative position of Core Curriculum director (with expertise in liberal arts and a reporting line to the academic vice-president) and provide clerical assistance and resources. The responsibilities of the director would be to: 1) oversee the ongoing University-wide implementation, documentation, and assessment of the core, and 2) coordinate events and

⁴ R.J. Wlodkowski, “Accelerated Learning in Colleges and Universities,” *New Directions for Adult and Continuing Education* 97 (2003): 5–16.

⁵ P.A. Scott, “Attributes of High-quality Intensive Course Learning Experiences: Student Voices and Experiences,” *College Student Journal* 30, no. 1 (1996): 6.

resources to support faculty in creating courses to meet the various core criteria in collaboration with CTE, Gumberg Library, the Office of Service-learning, and the Writing Center.

- To meet the goal of “sustained institutionalization” of service-learning within the context of Duquesne’s mission, create and fund faculty incentives and departmental-level support for course development, and increase Office of Service-Learning support so that it can implement annual learning outcomes assessment and program evaluation within the larger framework of Duquesne’s student-learning assessment and program evaluation.
- Following on the implementation of the revised University Core, move quickly to revise the Honors College core courses, such that they both satisfy the larger University Core and become more “distinctive and innovative.”
- Allocate the necessary resources to advance the integration of information literacy into the curriculum, including instructional space, faculty support, and instructional technology.
- Because technology-enhanced teaching and learning and distance education have become defining characteristics of a Duquesne education, make continuing financial commitment a University priority to support: 1) faculty/student development and training; 2) infrastructure; 3) personnel; and 4) new technology tools.

SECTION V: ASSESSMENT

CHAPTER 7: INSTITUTIONAL ASSESSMENT

STANDARD 7

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

INTRODUCTION

This chapter will provide an overview of the assessment of institutional effectiveness as a whole—the pervasiveness of assessment practices and reporting, and the impact of assessment on improving institutional practices campus-wide.

The institutional assessment research committee was composed of representatives from all five divisions of the University. Representatives from Management and Business, Student Life, and University Advancement provided a base of knowledge relative to the areas usually more difficult to assess. In its research, the committee focused on the following topics:

- Identification of Duquesne's assessment processes and analysis of their effectiveness
- Communication of findings from institutional assessment processes
- Use of assessment findings to guide and improve administrative operations across the University
- Incorporation of assessment findings into the planning and budgeting processes
- Resources available for examining and assessing overall institutional effectiveness and its impact on student learning

A full list of research questions can be found in the self-study design document (appendix SSD, pp. 24–25).

The committee's data gathering strategy consisted primarily of three initiatives. First, the committee asked each of the other seven self-study research committees to provide any information they gathered concerning assessment of activities other than student learning. Second, the committee reviewed information compiled in fall 2005 by each of the vice presidents concerning assessment processes or practices within their respective units. Third, the committee sent a questionnaire to the chair of each of the other self-study research committees. The purpose of this survey was to quickly collect data on assessment processes that the committee could use to begin writing its report, and also to indicate to the other committees what kind of information and issues it would be important to address in their own reports.

The reports from the other committees were invaluable in identifying assessment processes and practices that existed at the University. The data the vice presidents compiled was also an extremely helpful source of information. The survey was less successful, probably because the committee issued it so early in the self-study that others had not yet had time to research the existing assessment processes, and therefore were not yet able to comment on their effectiveness and consistency (see *Assessment Questions Related to Middle States Standard 7*, appendix C7-1).

The research committee examined all assessment processes at the University with the exception of student learning outcomes, which were addressed by a separate committee. The committee

examined assessment vertically at three distinct levels—institution, unit, and individual—as well as horizontally, across all organizational units.

ASSESSMENT OF INSTITUTIONAL PERFORMANCE

ASSESSMENT BY AND OF GOVERNING BODIES AND ADMINISTRATIVE LEADERSHIP

As explained in Chapter 3, the Duquesne University Corporation is one of the two governing bodies of the institution. As one of its evaluative functions, the Corporation reviews the annual report submitted by the Board of Directors, which addresses the implementation of the University's mission and philosophy and provides a detailed account of the University's financial situation. The Corporation also reviews the performance of the chairman and vice-chairs of the Board. Members of the Corporation have been engaged in a process of self-examination that became formalized in a performance assessment survey they conducted in 2007. Corporation members plan to participate annually in this performance assessment (see *Duquesne University Corporation Self-Assessment*, appendix C3-4).

The Board oversees the administrative and business affairs of the University, subject to the reserve powers of the Corporation. Directors must have a fundamental understanding of key activities paramount to the University's success. Taking the lead in assessing these key areas are five standing committees of the Board: Academic Affairs, Audit and Finance, University Advancement, Mission and Identity, and Student Life. These committees make periodic reports on their activities to the full Board.

To reflect upon their own performance, Board members attend an annual retreat at which they have the opportunity to critique how the Board succeeded in fulfilling its leadership and fiduciary roles and to identify how the Board could improve the ways it carries out its responsibilities. As described in Chapter 3, the Board also introduced a more formal assessment process, in fall 2006, using a survey questionnaire (see *Board of Directors Self-Assessment Document*, appendix C3-5).

The president and all vice presidents are evaluated annually by the Board. The president drafts evaluations of the vice presidents for the Board members to consider in their discussion of vice presidential performance. The chair of the Board oversees the annual evaluation of the president, soliciting input from fellow Board members and consulting with the Corporation. Then, the chair composes a detailed report of the findings and makes a recommendation to the Board concerning the president's performance.

PLANNING AND ASSESSMENT

Institutional planning is the pre-requisite for creating institutional effectiveness. As noted in Chapter 2, Duquesne has developed a systematic institutional planning process which has produced a strategic plan along with a five-year financial plan, a campus master plan, a facilities plan, library and technology strategic plans, and assessment plans for all major academic and support units. The *Duquesne University Strategic Plan 2003–2008* (appendix SP) identified institutional priorities for five years and helped to establish a culture of planning at the University.

The president assumes personal responsibility for assessing progress toward the goals and objectives of the strategic plan. Assessment is performed by direct contact with the senior administrator responsible for advancing each goal; the information is shared with the vice presidents and the Board. As strategic priorities are achieved, analysis of results and sharing of information are done

informally. Assessing progress in meeting the goals and objectives of the other major institutional plans is described in Chapter 2. Assessment of schools and programs is discussed in Chapter 6, and a detailed account of the process for assessing student learning outcomes is given in Chapter 8.

INSTITUTIONAL SELF-STUDY

The Middle States Self-Study is in itself a medium of assessment in which both the University and the Middle States Commission on Higher Education examine the effectiveness of the institution. The extent to which the University acts upon its own recommendations for improvement, as well as those of the Commission, reflects the extent to which the institution uses the results of internal and external evaluation for self-renewal. Duquesne has consistently acted on recommendations and suggestions from evaluation teams. For example, following the 1997 re-accreditation visit, the Commission made recommendations concerning the University mission, which, as explained in Chapter 1, have been thoroughly addressed. Other actions the University has taken in response to suggestions and recommendations from peer evaluators have included clarification of the expectations for faculty performance and additional library support. While the desired level of campus diversity has still not been achieved, we have made significant improvement efforts as outlined in Chapters 1 and 5 for staff and faculty and in Chapter 4 for students. The current self-study process has yielded recommendations that will be considered in the next strategic planning process.

ASSESSING WITH SURVEY INSTRUMENTS

Duquesne uses both internal and external surveys. In some cases they are used consistently to collect longitudinal data. For example, the Student Life Division, under the auspices of the Student Life Division Assessment Committee, has administered the following surveys:

- The CIRP Institutional Profile to first-time, full-time freshman in summer 2004 (appendix, C7-2).
- The ACT College Outcomes Survey in spring 2004 and spring 2006 to freshmen and seniors and in fall 2006 to seniors who were freshmen in 2004 (appendix C7-3; results and follow-up are discussed in Chapter 4).
- The CSBV Institutional Profile in spring 2004 and fall 2006 to freshmen and seniors and in 2006 to seniors who were freshmen in 2004 (appendix C7-4).

Each of these surveys is administered every two years. Other institutional surveys have included, for example, the NSSE, which has been administered in two of the past five years, with participation again planned for 2007 (see 2003 survey, appendix C7-5, and 2004 survey, appendix C7-6). A summary analysis of the results is provided in Chapter 8.

IRP in conjunction with the Association of Independent Colleges and Universities of Pennsylvania (AICUP) coordinated a survey of alumni five years after graduation, in this case, students who graduated with a bachelor's degree in 1999. The survey was mailed out to 870 Duquesne alumni with 297 (34.3%) responding (appendix C7-7). The survey results were distributed to the appropriate vice president in each division. See Chapter 8 for further discussion.

The HERI Faculty Survey is designed to provide colleges and universities with timely information about the attitudes, experiences, concerns, job satisfaction, workload, teaching practices, and professional activities of collegiate faculty and administrators. Duquesne participated in the HERI Faculty Survey for the first time in 2004 (see *2005 HERI Faculty Survey: Overview of Results*, appendix C5-2). There were 203 faculty respondents out of a total full-time faculty of 430, a response rate of

47.2%. Of those, 142 respondents identified themselves as “undergraduate faculty.” An associate academic vice president prepared an analysis of the data that was shared with faculty, the ALOA Committee, and the provost.

IRP began developing faculty workload studies internally in fall 2004, and while the results have been discussed in the context of academic and budget planning, no consensus has been reached on the utility of that analysis. The IRP Faculty Workload Analysis has been ongoing through spring 2007. One of the criticisms of the IRP study is the lack of information on the non-instructional workload of faculty, specifically research, scholarship, and service (see 2005–06 *Faculty Instructional Workload Analysis*, appendix C7-8, *Faculty Instructional Workload Analysis: Objectives, Assumptions, and Definitions*, appendix C7-9, and *Faculty Instructional Workload Analysis: Total University by School*, appendix C7-10). Consequently, Academic Affairs decided to participate in the Delaware Study because it is developed and administered externally and the results provide for institutional benchmarking. Duquesne participated in the Delaware Study in AY05–06 on a limited basis (see 2005–2006 *Delaware Study Results: Instructional Costs and Productivity*, appendix C7-11, and *Delaware Study Results: Faculty Out-of-Classroom Activity*, appendix C7-12), and then fully in AY06–07.

ASSESSMENT OF UNIT PERFORMANCE

Leadership for institutional assessment at the unit level flows from each division’s vice president. The vice presidents have individually schooled and directed the units within their respective divisions in the necessity, value, and processes of assessment.

ACADEMIC AFFAIRS

In Academic Affairs, each school and support unit has developed or is updating a strategic plan that is tied to the University mission and University strategic plan. Each unit plan specifies the assessment processes relevant for that unit. Central to all the academic units is the assessment of student learning, and each school is explicit as to how this is done (see Chapter 8). In addition, some of the schools must meet accreditation standards set by national accrediting bodies such as the Association to Advance Collegiate Schools of Business (AACSB), the American Council on Pharmaceutical Education (ACPE), NCATE, and other agencies as well as the Commonwealth of Pennsylvania. Each accrediting body has assessment requirements that range from outcomes assessment of student learning to those relating to sound fiscal and personnel management in the school.

LIBRARY ASSESSMENT

The *Gumberg Library Strategic Plan 2003–2008* directs the library to “employ assessment measures and benchmarking to meet and exceed standards for services provided” (appendix C7-13, p. 4). The LibQUAL+ survey is a significant component of the library’s service needs assessment process. LibQUAL+ is a rigorously tested web-based survey provided by the Association of Research Libraries (ARL) that academic libraries use to solicit, track, understand, and act upon users’ opinions of service quality. It measures library service quality in three categories: affect of service, library as place, and information control.

Gumberg Library and the Center for Legal Information (Law Library) participated along with 211 other libraries nationwide in the spring 2006 LibQUAL+ survey (appendix C7-14; findings are summarized and the series of action items addressing issues identified in the survey are presented in the LibQUAL+ Report, appendix C7-15). The Center for Legal Information has participated twice

in LibQUAL+ (*LibQUAL+ Survey Summary*, appendix C7-16). Gumberg Library plans to participate again in spring 2009.

ADMISSIONS OFFICE AND FINANCIAL AID

The Office of Admissions surveys all visitors in order to gauge the quality of their experience. Additionally, the Office of Enrollment Research within the Office of Admissions calculates win-loss statistics, i.e., the numbers of applicants who come to Duquesne and the numbers of those who do not. This information, along with other measures, is then used in admission and scholarship awards strategy formulation. Results of assessment measures, for example, the success of Office of Admissions recruiting efforts, are made available in the *Duquesne University Fact Book 2007* (appendix FB). As described in Chapter 4, the Offices of Admissions and Financial Aid also conduct periodic self-evaluations of their performance for quality assurance (see *Financial Aid Department Assessment*, appendix C7-17).

STUDENT LIFE

All departments of the Student Life Division participated in the CAS self-assessment exercise, a comprehensive self-evaluation report, beginning in spring 2005 and completed by all departments by spring 2006 (CAS survey results are available in the *Inventory of Support Documents* under "Assessment Documents" in the "Institutional Assessment Surveys and Studies" category). The CAS self-assessment will be administered every four years. Further details about assessment of the Student Life Division and student support services are given in Chapter 4.

As noted in Chapter 4, the Athletics Department helps to monitor the academic progress of student athletes. An external audit of the department's budget is conducted annually; the department is reviewed by the NCAA.

The Student Perception Form is an internal survey distributed to all residents, giving them an opportunity to evaluate the services of their resident assistant in addition to answering open ended questions about the quality of life in the living learning centers. Results of the survey are shared with the appropriate department heads and staff. Findings have led to installation of fitness equipment in all living learning centers and enhanced weekend programming.

Spring release interviews are conducted by the assistant director of Residence Life with students who opt to break their housing agreement midyear. The total number of releases has remained steady over the years. More than half of the students leave the living learning centers at mid-semester because of study abroad or institutional transfer. Financial problems and commuting from home are also recurring reasons for leaving the living learning centers at mid-semester.

Feedback from Office of Residence Life web site and departmental e-mail includes information requests, constructive criticism, complaints, and general comments from current and prospective students as well as parents. Residence Life also utilizes information received by e-mail in reviewing policies and departmental procedures. Improvements resulting from the feedback have included a more consistent refund policy for resident students and more detailed information about procedures for resident housing. More information about evaluation and assessment of Residence Life can be found in Chapter 4.

DIVISION OF MANAGEMENT AND BUSINESS

As reported more substantively in Chapter 2, Duquesne has strengthened its financial position by lessening its reliance on tuition income through wise investing, diversifying its debt, and increasing

its donor base and financial contributions from alumni. The five-year financial plan reflects institutional priorities. Duquesne's first formal capital plan, approved by the Board in 2003 and revised and updated annually, centralizes the capital budgeting process, makes it more transparent, and allows for submission of capital budget requests over a five-year planning horizon. The University undergoes an independent financial audit each year.

FACILITIES MANAGEMENT

Facilities Management staff conduct an annual assessment of University facilities, to identify critical needs in time for the budgeting cycle. The unit also contracted with Sightlines LLC to benchmark Duquesne's facilities against a peer group of academic institutions. This assessment includes a customer satisfaction index. When this report showed the satisfaction index to be below average for Duquesne, twelve individuals representing a cross-section of staff in the unit were sent to off-campus training on customer service in spring 2006. The unit followed up with a campus meeting in 2007 to hear feedback from various departments that frequently request services (see *Facilities Management Mission Statement and Goals Assessment*, appendix C7-18).

HUMAN RESOURCES MANAGEMENT

As recounted in some detail in Chapter 1, the strategic plan calls for an increase in diversity. Consequently, Human Resources has developed a strategy and related assessment process designed to further that goal (see *Human Resources Management Mission*, appendix C7-19). All hiring departments engaged in administrative and faculty searches are required to complete a diversity search and screening plan. Human Resources, in turn has developed a *Greater Community Outreach* initiative, drawing up a list of possible recruiting sources from the community, including many social service agencies, which help find employment for the disadvantaged, handicapped, or minority groups (p. 7). The number of qualified candidates generated from each agency is captured so that subsequent efforts can focus most cost effectively on those that provide the best results.

To determine the level of success related to Human Resources' recruitment efforts, statistical data, from the Integrated Postsecondary Education Data System (IPEDS) Data Feedback Reports, for example, are compared with established base line data. There is an annual review and collection of data. With several years' data collected and reviewed annually, Human Resources measures trends, successes, and results. Matching availability statistics for specific job groups with our statistics will point out areas for possible improvement so that Human Resources can concentrate minority recruiting efforts in a meaningful way.

Based on current statistics, Human Resources has provided University officials with a detailed analysis of areas deserving the greatest attention; identified departments where recruiting efforts could be improved; and conducted meetings with departments to highlight deficiencies and educate employees on methods to use to increase diversity on campus.

UNIVERSITY ADVANCEMENT

All department directors in the division are required to create annual operations plans explaining the methods that will be used to reach quarterly and annual goals in their areas. These plans are reviewed monthly by each director and quarterly by the team of department directors, the senior management team, and the capital campaign consultant, so that course corrections can be made when necessary. A final study is conducted at the end of each fiscal year before setting goals and creating the plan for the next fiscal year. Progress and adherence to best practices are assessed through periodic benchmarking with peer institutions, ongoing review of CASE information, and measurement of our own annual performance.

University Advancement has a strict system of reporting in accordance with Internal Revenue Service (IRS) regulations and standards established by industry advisory organizations such as CASE and Council for Aid to Education (CAE).

PUBLIC AFFAIRS

Managers outline goals yearly, and engage in ongoing reviews to ensure the goals are still aligned with university priorities. Public Affairs utilizes external partners in research activities to ensure methods and recommendations are aligned with best practices. The unit follows best practices as outlined by professional industry groups such as the Public Relations Society of America, American Marketing Association, and the International Association of Business Communicators.

ASSESSMENT OF INDIVIDUAL PERFORMANCE

Faculty and all other University employees participate in annual performance evaluations. The teaching performance of faculty is evaluated through regular peer review and the Student Evaluation Survey (previously the TEQ). Faculty also complete an annual self-evaluation which is supplemented by evaluations from their department chairs and deans. A more complex assessment of faculty performance, as described in the *Faculty Handbook*, takes place at the time of third-year and tenure and promotion reviews. Assessment of staff performance is conducted through the University Performance Appraisal Program (UPAP) for all University employees in all divisions, other than faculty. Deans submit annual self-assessments, and they undergo formal evaluations prior to reappointment (as stipulated by Statute III of the *Duquesne University of the Holy Ghost University Statutes*, appendix C3-6, pp. 29–30).

FACULTY EVALUATIONS

The annual evaluation of teaching extends to full-time tenured and tenure-track faculty, other full-time and all part-time (adjunct) faculty, as well as to teaching assistants. The results of the TEQs are sent to the individual department chairs and faculty members to be used in faculty and teaching assistant evaluations. Also, an independent analyst reviews the results on behalf of the associate provost and publishes the findings in a report that circulates to senior management (see *TEQ Analysis: Duquesne University Spring 2006*, appendix C5-3). A new teaching evaluation, the Student Evaluation Survey, replaced the TEQ in 2007 (see Chapter 5).

In their annual self-evaluations, full-time faculty report on all aspects of their performance—teaching, scholarship, and service. These reports usually include goal-setting for the future. The department chairs review the self evaluations, and use their findings as a basis for recommendations to the dean on such matters as merit pay.

The review process for third-year, tenure, and promotion combines the elements of self evaluation and evaluations by peers, department or division chairs, deans, and school and university committees. To this is added the assessment of candidates' scholarship by outside reviewers (complete details may be found in Appendix A of the *Faculty Handbook*, appendix FHB, pp. 23–48. Further discussion of faculty evaluation may be found in Chapter 5).

STAFF EVALUATIONS

The UPAP requires that all full-time administrators and support staff complete an annual performance appraisal. Divisional vice presidents track returns and provide the information to Human Resources. Human Resources also tracks the completion rate for the UPAP. Over the first

three years since its implementation in 2003, the completion rate has ranged from 99.9 to 100%. Raises for supervisors are contingent on completion of their evaluations of their staff.

These reports provide some indication as to the quality of the work force and assess the employees' performance in their jobs. Within specific departments or areas of the University, individual patterns of performance that deviate from the norm can be discerned. When negative measurements are reported, corrective action is suggested to improve performance. In cases of excellent performance, department heads may recommend employees for promotions, merit increases, or reclassification.

In addition to evaluating recent past performance, UPAP appraisal also provides the opportunity for employee goal setting. The results enable Human Resources to identify specific skill sets that may be needed to better position employees to reach their goals. With that information, Human Resources can create needed developmental programs for employees. The other purpose of the goal setting section is to allow supervisors to review how effectively employees achieved the past year's goals and to encourage supervisors and employees to collaborate on goals for the coming year. This aspect of the appraisal allows managers to reinforce strong performance, as well as work with employees to correct unsatisfactory performance.

COMMUNICATING FINDINGS FROM ASSESSMENT

Findings from assessment-related activities flow to the administration and Board from the respective departments or divisions. The work of the five standing committees of the Board is an example; the reports by the committee chairs at Board meetings provide an overview of initiatives and address progress and obstacles. Through these reports, the Board members provide feedback that guides the respective vice presidents in their operations and strategies, and Board members are thereby equipped with the information needed to make broader governing decisions for the University.

Likewise, Advancement reports on fundraising progress at each Board meeting, Capital Campaign Steering Committee meeting, and president's cabinet meeting. An Advancement officer sits on the University Budget Committee and provides the committee with information pertaining to fundraising results and projections. The committee considers funds available from fundraising activities as it crafts the budget for the respective areas at Duquesne.

Various other committees charged with assessment duties report to appropriate individuals such as vice presidents, deans, or directors. The Student Life Assessment Committee, for example, communicates its findings to the vice president of Student Life, who will discuss these, as applicable, with the president and other members of the cabinet. The committee also shares the results directly with all departments that have been evaluated by surveys. Since the surveys often ask for global assessment ratings, they may provide a positive, neutral, or negative overall evaluation and therefore require follow-up inquiries for clarification (see *Summary of the Student Life Assessment Committee's Assessment Activities*, appendix C7-20).

ASSESSMENT AND ADMINISTRATIVE OPERATIONS

The vice presidents lead institutional assessment activities at Duquesne. Results generated at the lowest levels, or "grass roots," of the institution, move from evaluator to supervisor to director/department chair, to the director/dean, and then to the vice presidents. If a change can be made at the supervisor level, action is taken. If the dean has the resources and authority to make a needed change, the dean will do that. Those actions that require authority at the vice presidential

level make their way as recommendations and discussion points to the vice presidents' offices. Those that transcend the authority and resources of a single division move on to the president, the Executive Committee, the cabinet, or the Board and its committees for resolution, as applicable.

While there is a general process for communicating results of assessments, there are also specific instances where a wider distribution of results would be desirable. Examples of assessment results that deserve wider discussion throughout the University include the ACT and HERI surveys. The findings from these are sufficiently important and far-ranging that the sharing process should include a broadly-circulated summary, as well as discussion by a greater number of stakeholders and constituents than have participated to date.

ASSESSMENT, PLANNING, AND BUDGETING

Assessment results often indicate changes that require new funding or a re-prioritization of existing funding. Minor adjustments often can be effected at a relatively low level in the organization with minimal financial implications. Other funding for changes must be accommodated through the planning and budgeting process.

The vice presidents meet with the president on a regular basis throughout the year, providing input to the budget for the next fiscal year and to set the stage for the years beyond. Many issues make their way to the Budget Committee, where an opportunity for discussion is provided.

Efforts to assess institutional effectiveness are conducted typically at the department level of the University, with the results being passed upward to, ultimately, the vice president in the respective division. The vice president then carries that information to the president and, as appropriate, recommends funding to address particular problems or initiatives recommended on the basis of the assessment. The president, on the basis of counsel from all parties, including the vice presidents, the corporation, the Board, and others, determines which initiatives will be funded.

RESOURCES FOR ASSESSMENT

Since the last Middle States accreditation in 1997, much has been done in response to the findings and recommendations of that process. The IRP was created shortly thereafter, first as a two-person office, and subsequently expanded to four professional staff: the director and three research analysts. In addition to managing governmental reporting duties and tracking enrollment, the IRP has developed a professional-quality *Duquesne University Fact Book* that has standardized the data used for planning and assessment purposes. IRP has also tackled the issues of faculty workload analysis and enrollment forecasting.

There is no central pool for funding or staffing assessment efforts at the University. Resources available for assessing overall institutional effectiveness include, of course, the employees of the University—those whose labor is needed to conduct assessments. There is also funding designated to conduct surveys, such as the American Council on Education (ACE)/UCLA/HERI Freshman Survey and the ACT College Outcomes Survey that address, variously, the effects of the institution's environment and operations on student learning and student satisfaction with services and facilities provided. Additional funding is provided as necessary to pay for ad hoc survey efforts such as the NSSE, the AICUP alumni survey, and others.

CONCLUSION

While there is a wealth of assessment activity occurring at Duquesne, with results from assessment activities appearing to flow to the appropriate points of authority, and adjustments being made in response to assessment findings, Duquesne has no centralizing structure for assessment activity, except for student learning assessment. There is no single office, officer, or entity such as a committee or council, charged with coordinating all assessment. Thus the challenging task for the self-study research committee on institutional assessment was to identify the numerous processes across campus related to assessment and to determine how information flows from the many assessment processes to the Corporation and Board, councils, and committees where major decisions on policy and practice occur.

As the forgoing chapter demonstrates, there is significant institutional awareness of the importance of systematic assessment as well as the implementation of a variety of assessment activities at Duquesne. Nevertheless, it is possible for the results of these efforts to be less effective, unless there are channels through which findings may flow efficiently and consistently to those who have the major responsibilities for planning, budgeting, and governance. Duquesne would be in a better position to use assessment results if all the processes were systematized and coordinated and the findings analyzed and shared not only with University leaders and offices but, as appropriate, with the Duquesne community as a whole.

RECOMMENDATION

- Designate a centralizing entity for institutional assessment to do the following: 1) provide leadership for assessment at the University; 2) support and coordinate assessment activities to analyze, record, and 3) disseminate results to University leaders and, as appropriate, to the University community. In planning for this entity, the University will have to take into account the financial, human, and technological resources that would be needed.

CHAPTER 8: ASSESSMENT OF STUDENT LEARNING

STANDARD 14

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills and competencies consistent with institutional and appropriate higher education goals.

INTRODUCTION

This chapter focuses on student learning outcomes efforts within Academic Affairs; however, it also addresses student outcomes assessment conducted by Student Life. The research committee consisted of a dean, faculty, and directors representing the library, health sciences, law, pharmacy, educational technology, CTE, and leadership and professional advancement. This group examined student-learning assessment practices at the course, program, and institutional levels through existing documents such as the University assessment plan, annual reports and feedback, course syllabi, survey findings, and CTE workshop attendance and feedback. Three members partnered with a representative from another research committee to analyze a sampling of course syllabi from across the University.

Topics from the committee's research questions addressed in the chapter include:

- The University assessment plan and reporting processes
- Articulation of student outcomes and alignment with the mission
- Communicating and using assessment findings
- Support for learning assessment
- Budgetary resources and staffing for learning assessment

A full list of research questions can be found in the self-study design document (appendix SSD, p. 26).

UNIVERSITY ASSESSMENT PLANNING AND REPORTING PROCESSES

Student-learning outcomes assessment practices at Duquesne University have evolved over the past two decades. CTE was created in 1989 to support faculty and graduate student teaching. In its first decade, CTE focused primarily on assisting faculty with assessment at the course level, emphasizing well-communicated and learning-centered goals, helpful feedback to students, and fairness in grading. During that time, outside CTE, various University assessment reports were prepared for accrediting bodies, but no centralized, ongoing program and institutional assessment existed.

In 2002, the provost charged the ALOA Committee. ALOA is made up of faculty representatives from all ten schools and Gumberg Library. It is co-chaired by the director of CTE and a faculty member. ALOA and CTE have focused their efforts on supporting assessment processes in every department, establishing systematic assessment of learning outcomes particularly in undergraduate curricula, and collaborating in implementing an assessment plan for the new *Duquesne University Core Curriculum* (appendix CCR) as called for by strategic plan objective 3.7 (appendix SP, p. 4). In 2003, ALOA implemented the University ALOA plan for program-level assessment (see the 2003 version, appendix C8-1, and the 2006 revision at the ALOA web site, <http://www.aloa.duq.edu/assessmentplan.html>). Using Duquesne's mission as the context, the plan

outlined general principles of assessment, basic assessment steps, and a three-year implementation timeline.

Beginning in 2003, each program was expected to include a learning assessment component in the annual report to the provost; however, no format for reporting was specified. Consequently, the reports exhibited a wide variety in quality of assessment planning, practices, and reporting. Some reports did not distinguish between learning assessment and overall program review, describing programs rather than analyzing student learning. Stronger reports focused on a few broad learning goals, aligned program goals with specific courses, connected student-learning evidence to national standards, and sometimes indicated faculty involvement in the scholarship of assessment in disciplinary organizations. Pairs of ALOA members provided feedback on each report. Because faculty members in their respective programs are best situated to articulate learning goals and choose assessment methods, ALOA feedback addressed only the soundness of assessment plans and processes.

Table 11. Dimensions of a Duquesne Education

Dimensions	Components
Understanding and knowledge	<ul style="list-style-type: none"> • Understand the nature of the human experience through the lens of liberal arts, creative arts, and sciences • Know essential ideas, skills, and methodologies required by specific disciplines
Intellectual inquiry and communication	<ul style="list-style-type: none"> • Demonstrate effective research and communication skills • Apply critical thinking and problem-solving skills • Demonstrate intellectual curiosity • Exhibit dedication to continuous growth and to excellence
Ethical, moral, and spiritual development	<ul style="list-style-type: none"> • Recognize the importance of faith and spiritual values • Apply ethical, moral, and spiritual principles in making decisions and interacting with others • Practice honesty and integrity in personal, academic, and professional domains • Respect the dignity of all persons
Diversity and global mindedness	<ul style="list-style-type: none"> • Demonstrate appreciation of diverse cultures, religions, and persons • Learn from diverse schools of thought and be open to new ideas and perspectives • Appreciate the importance of community in local and global contexts • Recognize the individual's potential to effect change in organizations, environments, and society at large
Leadership and service	<ul style="list-style-type: none"> • Demonstrate the academic and professional expertise needed to be leaders • Understand the moral and ethical framework necessary to be a just leader • Exhibit leadership and teamwork skills • Promote social justice • Demonstrate a spirit of service, social responsibility, and personal sense of stewardship for the community

ALOA revised and strengthened the University assessment plan in 2006 by creating the *Dimensions of a Duquesne Education* (Table 11) to align course and program learning goals with the mission and

strategic plan. The *Dimensions* follow the St. Louis University model.⁶ They adapt the five pillars of Duquesne's mission to provide a bridge between the mission and learning assessment.

Secondly, ALOA revised the report format to require programs to report on a four-step process of assessment: 1) articulate learning goals, 2) gather multiple kinds of evidence (including one direct method), 3) analyze and report the data, and 4) communicate and use the findings. The committee thereby moved from a focus on planning to asking programs to analyze their findings and indicate how they use them. ALOA recognizes the challenge of finding a mechanism that fits the needs and cultures of Duquesne's varied disciplines. Duquesne is exploring technological solutions for documenting and communicating assessment data across program lines to track institution-wide progress.

PROGRESS TO DATE

All schools and the library have submitted assessment reports, and, in most cases, it is the academic chairs and directors who have submitted their own reports through their dean. In 2006, the library and six of the ten schools implemented the new report forms (twenty-seven out of forty-three, or 62.8%, of the reporting units). Others continued to use their own format. All programs using the new report forms aligned their learning outcomes with the *Dimensions*. Seventy-four percent of these programs articulated learner-centered outcomes, 74.4% reported multiple assessment methods, 79.1% reported using at least one direct method of assessment, 67.4% reported results (though sometimes in very broad terms), and 62.8% indicated specific ways in which they had communicated and used the results, or explicit plans for doing so in the near future.

Upon reviewing this first assessment cycle, ALOA members noted that both the quality and quantity of assessment reports increased (from thirty reports in AY02–03 to forty-three in AY05–06). The level of participation as a percentage of total programs is not available, because during this transition year, reports covered varying levels, such as schools, departments, and degrees. Additionally, ALOA invited departments where learning outcomes spanned more than one program to submit a combined report. For example, the School of Leadership focused on the understanding and application of leadership theories across all its graduate programs.

The new reporting forms guided deans, chairs, directors, and faculty to report more precisely on outcomes and processes, many of which were already in place but had not previously been highlighted. Through feedback, training sessions, and consultations, ALOA seeks to increase the number of units using the reporting system in subsequent years. In February 2007, two workshops specifically addressed program-level assessment by looking at three programs' work-in-progress and by considering ways to incorporate course-embedded assessment. ALOA members are providing leadership in their specific schools and the library to increase the quality of assessment practices and level of reporting.

NATIONAL DISCIPLINARY ASSOCIATION STANDARDS AND EXAMINATIONS

Many of Duquesne's academic programs draw learning outcomes directly from standards dictated by their disciplinary or professional accreditations. Additionally, many graduates of these programs

⁶ J. Weissman and K. Boning, "Building a Bridge from Mission to Student Outcomes," in *Sample papers from the 2005 Collection of Papers on Self-Study and Institutional Improvement* (Chicago: The Higher Learning Commission, 2005), <http://www.ncahigherlearningcommission.org/download/annualmeeting/06SamplePapers.pdf>.

must pass licensure or certification exams upon graduation. In the 2005–2006 annual assessment reports, twenty-one of forty-three reports (48.8%) referred explicitly to national standards.

Accreditation requirements and exams influence learning outcomes in the schools of education, health sciences, law, music, nursing, business, and pharmacy. The primary evidence that student-learning outcomes are being met by programs is that they continue to be accredited, and that high rates of students are passing licensure and certification exams (see the student placement statistics and exam pass rates from all schools in the *Inventory of Support Documents* under “Exam Pass and Placement Statistics”).

Within the McAnulty College, national disciplinary standards and accreditation create curricular and assessment requirements for programs such as ESL and the clinical psychology PhD program. Some programs in the college follow less formal guidelines provided by their disciplinary associations (e.g., modern languages and literatures uses standards from the American Council on the Teaching of Foreign Languages; sociology uses an American Sociological Association Survey). Within the Bayer School, national disciplinary standards shape outcomes in the forensic science and law program, and national exams are used to guide assessment of students in chemistry and environmental science.

STATEMENT OF LEARNING OUTCOMES AND ASSESSMENT METHODS ON SYLLABI

According to the *Faculty Handbook*, faculty are expected to communicate learning outcomes and assessment to their students on course syllabi (appendix FHB, p. 14). Representatives from the self-study research committees on learning outcomes and educational offerings analyzed 280 representative syllabi from 2005 and 2006 from across all schools and the library; from core, undergraduate, and graduate courses; and from all contexts in which credit-bearing courses are offered.

Of the 280 syllabi in the sample, 68.6% included very clear statements of learning outcomes and 56.8% included well-developed learning outcomes, as shown in Table 12, “Learning Outcomes on Syllabi.” Yet, there is still more work to be done because 19.6% of the syllabi did not articulate learning outcomes. Another component of the study found that 45.4% of the syllabi included very clear communication of assessment, whereas 38.9% provided somewhat clear communication of assessment (for a full discussion of methodology, definitions, findings, and analysis, see the *Syllabus Study Coding Document and Findings*, appendix C8-2).

Table 12. Learning Outcomes on Syllabi

	Well developed		Somewhat developed		Not developed		Total	
Very clear	159	(56.8%)	33	(11.8%)	0	(0%)	192	(68.6%)
Somewhat clear	8	(2.9%)	21	(7.5%)	4	(1.4%)	33	(11.8%)
Not clear	0	(0%)	4	(1.4%)	51	(18.2%)	55	(19.6%)
Total	167	(60%)	58	(20.7%)	55	(19.6%)	280	(100%)

Note: N = 280 syllabi

In addition, the chair of the Core Curriculum Committee conducted a separate study of a sample of sixty-seven Core syllabi from 2005 and 2006. Whereas 87% of these syllabi indicated the number of

points necessary for each letter grade, only 21% included learning outcomes, and only 19% described how assessment would take place.

Both studies make evident that many syllabi lack information central to learning; however, a limitation of both studies is that only syllabi were examined. Clearly, many faculty members provide brief syllabi supported by other documents detailing written assignments, projects, and tests. However, the *Faculty Handbook* stipulates the components of a syllabus in its section entitled “Responsibilities of the Faculty” (appendix FHB, p. 13). The *Handbook* also includes syllabi as key documents in promotion and tenure decisions and the due process relevant to grade appeals and academic integrity (pp. 33, 43, 46, 61). The required faculty peer-review process includes an evaluation of course documents focusing on the following: the clarity of course objectives; the ability to devise appropriate methods of determining students’ progress and achievement in the course; and the congruence between course objectives, content and activities, and evaluation techniques (pp. 44, 47). Given the syllabus study findings, the *Handbook’s* clear articulation of faculty responsibilities, and the high-stakes use of syllabi in judicial and faculty advancement contexts, CTE and ALOA plan to take steps to encourage faculty to consistently include the required elements in their syllabi.

Finally, to address an issue noted in the response to Duquesne’s 2003 periodic review report concerning documentation of the rigor of learning across all contexts, the syllabus study compared the learning outcome and assessment statements in syllabi across three contexts: primarily online, web-enhanced, and face-to-face courses. The study found that both primarily online and web-enhanced face-to-face courses had higher percentages of syllabi with well-developed learning outcomes and very clear assessment than traditional face-to-face classes.

ALIGNMENT OF COURSE AND PROGRAM GOALS

Twelve of the forty-three 2005–2006 assessment reports (27.9%) indicated that programs are working to align program and course learning outcomes, through curriculum mapping, for instance. Examples include the undergraduate business core curriculum and the leadership and change management program, music education, several liberal arts departments, and the School of Leadership.

ALOA and CTE encourage faculty to integrate program assessment into coursework so that it is more meaningful to both students and faculty, and a more effective use of time. They promote the use of learning evidence that already exists, and which can be examined from new perspectives and for broader purposes at the program level. They do this through consulting, online and print resources, and regularly offered workshops on course-embedded program assessment.

ARTICULATION OF STUDENT OUTCOMES AND ALIGNMENT WITH MISSION

To ascertain the extent to which courses promote Duquesne’s mission, the syllabus study categorized the learning outcomes into the framework of the *Dimensions of a Duquesne Education*. Table 13 provides these findings.

Table 13. Alignment of Course Syllabus Learning Outcomes

Dimensions of a Duquesne education (summary terms)	Syllabi with at least one learning outcome relevant to this dimension	Syllabi that included learning outcomes relevant <u>only</u> to this dimension
1. Understanding and knowledge	224 (80%)	60 (21.4%)
2. Intellectual inquiry and communication	158 (56.4%)	2 (0.7%)
3. Ethical, moral, and spiritual development	58 (20.7%)	0 (0%)
4. Diversity and global mindedness	32 (11.4%)	0 (0%)
5. Leadership and service	40 (14.3%)	0 (0%)
No learning outcomes provided	51 (18.2%)	n.a.

Note: N = 280 syllabi

The faculty analyzing these data noted that approximately one-fifth (21.4%) of the sample included outcomes only from *Dimension 1*, which focuses on foundational knowledge and skills required by one's discipline. They connected this to findings from the 2003 and 2004 National Survey of Student Engagement. NSSE responses by Duquesne freshmen reported significantly more often than the doctoral-intensive university norm group that "coursework emphasized memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form" (see the 2003 and 2004 *National Survey of Student Engagement*, appendices C7-5 and C7-6). Although *Dimension 1* goes beyond mere memorization, it is noteworthy that nearly half of the syllabi—from across all levels—failed to include outcomes related to *Dimension 2*, intellectual inquiry and communication, and that less than a quarter of the syllabi included *Dimensions 3, 4, or 5*. The revised Core Curriculum learning outcomes provide a structure through which undergraduates will have the opportunity to engage in service and ethical development as part of their general education requirement. ALOA and CTE will also take steps to increase awareness of the *Dimensions* and their usefulness in systematic assessment of learning.

ALIGNMENT OF ACADEMIC PROGRAM LEARNING OUTCOMES WITH THE MISSION

The revised 2005–2006 assessment reporting process asked program leaders to link each of their reported learning outcomes to one or more of the *Dimensions of a Duquesne Education*. They were asked to report two to three learning outcomes. Since the *Dimensions* link directly to the University mission and goals, these reports provide a measure of alignment across program and institutional levels. More than two-thirds of the programs (72.1%) reported learning outcomes relevant to the understanding and knowledge *Dimension*, whereas a fifth (20.9%) reported no learning outcomes at all, as shown in table 14, "Alignment of Program Learning Outcomes with the Dimensions." Whereas less than a quarter of sampled syllabi included *Dimensions 3, 4, and 5*, about half of the academic program reports included these *Dimensions*.

As programs become more conversant with the *Dimensions* and accustomed to the new reporting process, ALOA expects learning outcomes reported to increase next year.

Table 14. Alignment of Program Learning Outcomes

Dimension	Programs linking learning outcomes to dimension	
1. Understanding and knowledge	31	(72.1%)
2. Intellectual inquiry and communication	27	(62.8%)
3. Ethical, moral, and spiritual development	20	(46.5%)
4. Diversity and global mindedness	20	(46.5%)
5. Leadership and service	23	(53.5%)
No learner-centered outcomes reported	9	(20.9%)

Note: N = 43 programs

COMMUNICATING AND USING ASSESSMENT FINDINGS

CTE and ALOA do not track learning at the course level, but through workshops and resources they communicate the importance of formative feedback by faculty to students. CTE consults on a voluntary basis with faculty who express concern about their students' learning. Many faculty report methods they regularly use for communicating with students about their progress in learning, both graded and ungraded.

At the program level, in the 2005–2006 annual assessment reports, two-thirds of the programs reported having communicated the results and used these for program improvement, or they reported plans for doing so in the near future. Uses of the findings include, for example, the creation of a learning portfolio and capstone course in history; modification of a course and increased writing in sociology; development of new assignments to address communication and problem-solving skills in leadership, ethics, and global business; introduction of a tutorial in information literacy; implementation of a comprehensive, integrative paper in nursing; and increased statistics study in the counselor education and supervision doctorate.

ASSESSMENT FINDINGS AT THE INSTITUTIONAL LEVEL

Currently, various Duquesne groups conduct campus-wide surveys related to learning, but there is no centralized structure for selecting benchmarking groups, analyzing and reporting the findings, and using these in budgetary decisions. As a result, data remain largely isolated, and thus are hard to interpret and use. The *Dimensions* provide a framework for data analysis, but staffing is needed to oversee this important work. What follows are findings from recent surveys and sample comparisons across them.

ALOA used NSSE in 2003 and 2004 to survey a sample of freshmen and seniors concerning their educational practices and their perceptions of educational experiences at Duquesne. Although NSSE is an indirect method, its authors have surveyed the research on learning and argue for a strong correlation between the educational experiences used in the survey and actual student learning.

ALOA made the findings and a summary report available online to all in the Duquesne community via a web site accessible on campus only (see this at the Gumberg Library web site, <http://www.library.duq.edu/nsse>). ALOA distributed a printed 2003 report to deans and chairs, and in 2005, created a slide presentation focusing on significant results common to both 2003 and 2004. The 2004 NSSE provides an overview of statistically significant comparison results common to both it and the 2003 survey results (appendix C7-6, pp. 9–10). ALOA compared the results to the cohort

of all doctoral-intensive universities participating in NSSE as well as a selected group of benchmarking schools. Areas in which Duquesne students gave significantly higher responses than their peers at other doctoral-intensive institutions, and/or the benchmarking group of institutions, included the following:

Freshmen reported that

- They worked harder than they thought they could.
- There was an institutional emphasis on studying.
- The University contributed to their acquiring a broad general education.
- The University contributed to their developing a personal code of values and ethics.

Seniors reported that

- They completed readings and assignments.
- They participated in community-based projects as part of coursework.
- They participated in community service and volunteer work.
- They rated the quality of their relationships with both faculty and administrative personnel as positive.

Both freshmen and seniors reported that the University promoted their ability to contribute to the welfare of their community. This latter finding, coupled with significantly higher reported levels of community-based learning and volunteerism, reflects Duquesne's emphasis on community and service. An even higher rating in this area is anticipated as Duquesne implements the undergraduate service-learning requirement.

A consistent but negative theme also emerged in the findings: students reported having had fewer serious conversations with students of a different race and ethnicity and with students who hold different religious beliefs, political opinions, and personal values. Compared to students at peer institutions, Duquesne students were less likely to plan foreign language study prior to graduation, and they reported that the University contributed less to their understanding of people of other racial and ethnic backgrounds. Additionally, freshmen reported coursework emphasizing more memorization of facts for repetition in much the same form.

Prior to conducting the NSSE survey, Duquesne had already targeted initiatives in the strategic plan to increase diversity (objective 1.10), including a revised Core Curriculum to address the global perspective (objective 1.4), a focus on justice and poverty (objective 1.6), increased financial aid for low-income students (objective 1.9), the development of a service-learning program (objective 2.3), and focus on community outreach (objective 3.3). Many of these objectives have already been met and the others are being addressed.

In response to the finding regarding learning as memorization, CTE has taken specific steps to prepare faculty to teach critical thinking through consultations as well as events co-sponsored by Gumberg Library, Educational Technology, the Office of Service-Learning, and committees such as the Information Literacy Steering Committee, the Academic Integrity Committee, and the Service-Learning Advisory Committee (SLAC). Faculty have requested these development opportunities.

ASSESSMENT AND COMMUNICATION OF FINDINGS BY THE STUDENT LIFE ASSESSMENT COMMITTEE

Whereas ALOA focuses on learning within academic programs, the Student Life Assessment Committee oversees program review and learning assessment within the Division of Student Life. The chairs of the Student Life Assessment Committee and ALOA communicate regularly on their initiatives, resources, and assessment findings (see *Summary of the Student Life Assessment Committee Survey Activities*, appendix C7-20). They share meeting minutes and occasionally attend each other's meetings. This connection between Academic Affairs and the Division of Student Life is crucial to understanding our students as whole persons whose learning takes place both within and outside courses.

Each Student Life area has recently undergone internal review using the Council for the Advancement of Standards in Higher Education (CASHE). These standards include items directly pertinent to student learning (e.g., program standards 2.1–2.4) as well as to assessment and evaluation of the programs' impact (13.1–13.4; all CASHE surveys can be found in the *Inventory of Support Documents* under "Assessment Documents" in the "Assessment Surveys & Studies" folder).

The Student Life Assessment Committee has conducted the CIRP Institutional Profile and the Spirituality, Beliefs, and Values Questionnaire (CSBV; see *2004 CIRP Institutional Profile*, appendix C7-2, and *2004 CSBV Institutional Profile*, appendix C7-4). The committee received permission from the HERI to include items from the CSBV concerning spiritual growth in a survey of alumni who graduated in 1999, conducted by the AICUP (see *A Story of Success: Pennsylvania's Independent Colleges and Universities Five Years After Graduation*, appendix C7-7).

Duquesne graduates responding to the AICUP survey attributed a higher level of importance to spiritual and religious development since college than did alumni in the comparison group of local and regional universities and colleges. Similarly, on the 2004 NSSE, both Duquesne freshmen and seniors reported that their University experience significantly contributed to developing a code of values and ethics and a deepened sense of spirituality, and a somewhat increased ability to contribute to the welfare of their community than the doctoral intensive norm group. Both findings provided institution level evidence consistent with *Dimension 3*, ethical, moral, and spiritual development.

On the 2004 ACT College Outcomes Survey, seniors indicated the following as the top five areas in which they had made progress at Duquesne: becoming competent in my major, acquiring knowledge and skills needed for a career, learning to think and reason, developing openness to new ideas and practices, and developing problem-solving skills (see *ACT College Outcomes Survey Results*, appendix C7-3). Comparing seniors' largest positive differences with the national norms, the following items emerged as perceived strengths of Duquesne: personal safety, new student orientation services, access to computer facilities and services, and faculty availability. Similarly, on NSSE, seniors reported a higher quality of relationships with faculty and administrative personnel than their peers in the doctoral intensive comparison group. On the ACT survey, seniors reported least satisfaction with the library and with the quality of academic advising; both groups have since conducted assessment of their services and have made changes as a result (see *Gumberg Library Assessment Plan 2003–2008*, appendix C8-3, and the *Comprehensive Student Advisement Assessment* document, appendix C8-4). Duquesne repeated NSSE and the ACT College Outcomes Survey in 2007 in order to capture changes resulting from program improvements that had been implemented.

The committee gave the report of Duquesne's ACT findings to all Student Life directors, and discussed the findings with ALOA. In particular, they gave the satisfaction section to all departments that were rated. Residence Life has followed up with its own satisfaction survey resulting in changes that increased satisfaction ratings in 2006 (see Office of Residence Life mission and assessment statement, appendix C8-5). Spiritan Campus Ministry and DUV increased their offerings of programs to the community in response to a low freshmen rating of social consciousness.

SUPPORT FOR LEARNING ASSESSMENT

The primary support for learning assessment is given through CTE, whose director co-chairs ALOA. CTE views assessment as integral to its support for faculty in instructional and professional development. It fosters a climate for reflection and feedback to students and faculty through committee leadership, events, consultations, and teaching awards. In 2006, the director was officially charged with coordinating student learning assessment in Academic Affairs campus wide. CTE has a strong reputation across the campus for communicating research and best practices, and for providing a broad spectrum of instructional and curricular support. As a result, deans, chairs, directors, and faculty regularly seek training and resources from CTE.

CTE houses a library collection with over a hundred assessment books and sample materials available for loan. CTE oversees the Academic Learning Outcomes Assessment Committee's web site, which includes the University assessment plan, the *Dimensions of a Duquesne Education*, annual reporting forms and samples, frequently asked questions, resources, committee contact information, mini-grant guidelines, and announcements of assessment related events (see the ALOA web site, www.aloa.duq.edu).

CTE is responsible for supporting teaching and learning across all contexts. The director observed classes and consulted with faculty on site at the Italian Campus for the first time in February 2007. She was invited by the director of international programs to provide resources on syllabus and course design and student-learning assessment to these faculty who come from a variety of backgrounds. CTE has received requests for webinars to make main campus events available to faculty unable to attend events in person (e.g., the Capital Region Campus, and in online learning contexts). CTE seeks to expand its support for student-learning assessment in the online environment—particularly to adjunct faculty, but does not have sufficient personnel to address all requests.

FACULTY AWARDS AND MINI-GRANTS

Since 1992, Duquesne has promoted the assessment of student learning through the faculty Creative Teaching Award. A faculty committee evaluates submissions according to three criteria: innovativeness, scope, and evidence of student learning. This award process has been published in the peer-reviewed proceedings of an international conference.⁷ CTE and ALOA are planning to create, within the next two years, an analogous award to focus on learning assessment at the program level.

⁷ Laurel Willingham-McLain, Dorothy Frayer, and Deborah Pollack, "Teaching Awards and Student Learning: What's the Connection?" (Paper in the online proceedings of Improving University Teaching Conference, Pittsburgh, Pennsylvania, July 2005).

In 2006, CTE and ALOA inaugurated faculty mini-grants to promote assessment of learning at the program level. In the first cycle, four grants totaling \$10,000 were awarded for these projects:

- Outcomes Assessment through the Use of Portfolios (School of Nursing)
- Improvement of Assessment Processes during the Student Teaching Experience (School of Education)
- Evaluation of a Pilot Advanced Mentorship Program for Undergraduate Pharmacy Students (Mylan School of Pharmacy)
- The Core Competency Proficiency Exam (CCPE)—A Post-Sophomore Exam in the School of Business Administration at Duquesne University (A.J. Palumbo School of Business Administration)

The provost has funded a second cycle for 2007, and the guidelines encourage faculty to seek mini-grant funding to address specific learning gaps they have identified through assessment at both undergraduate and graduate levels (see the assessment mini-grant guidelines at the ALOA web site, <http://www.aloa.duq.edu/minigrants.html>).

IMPACT OF SUPPORT FOR LEARNING ASSESSMENT

CTE evaluated the impact of its support for assessment by tracking event attendance and consultations, collecting evaluations at events, and conducting a survey of attendees after the fact. Attendance for assessment-related sessions from 2001 to 2006 totaled more than 700, with 284 attending book studies and 420 attending workshops (see *Center for Teaching Excellence Assessment-Related Workshops, 2001–2006*, appendix C8-6). These numbers represent at least 150 individual faculty and staff members. Participation in CTE events is voluntary, but faculty may include participation in CTE events in documents related to promotion and tenure.

From August 2004 through November 2006, CTE documented ninety-four consultations and/or requests for resources related to learning assessment (see *Faculty Participation in CTE Workshops & Consulting*, appendix C8-7). These include requests from nine of Duquesne's ten schools, the library, and the Core Curriculum Committee. Some consultations were requested by individual faculty; others were made on behalf of academic programs. This number does not include consultations provided by ALOA members or other colleagues on campus with assessment expertise.

Workshop and book study participants provide immediate feedback on what they have learned and suggest new topics. Participants regularly rate the quality of these events as high (the average is well above four on a five point scale). When asked what they learned during the sessions, participants often mentioned the importance of stating specific learning outcomes, the backward design model, the usefulness of grading guides such as rubrics, methods for gathering early course feedback, and an overview of assessment processes (see *Faculty Evaluation of Center for Teaching Excellence Events*, appendix C8-8).

To examine longer term impact, CTE sent a brief email survey in fall 2006 to 130 faculty, teaching assistants, and staff who had attended course design and learning-assessment workshops over the past two and a half years. The twenty-one respondents (16.2% return rate) represented numerous academic departments and included graduate student teaching assistants, recently hired faculty, senior faculty, and academic directors. They gave concrete examples of changes they made to courses and of the enhanced quality of their students' learning. Examples include: clarified expectations, more relevant learning objectives, clearer and more personal syllabi, improved test

design by aligning course material and test items, assignments connected more tightly to objectives, application of learning through personal examples, and incorporated reflection, enabling students to better grasp concepts and discuss material (see *Learning Assessment Workshop Survey Responses, 2004–2006*, appendix C8-9).

CTE uses assessment findings to prioritize its work, build resources, improve sessions, and create new ones according to the needs articulated by faculty, chairs, and deans. It seeks to balance addressing individual faculty needs with supporting institutional initiatives. For example, in AY07–08, CTE anticipates repeating a session on the role of reflection in learning and assessment, and following it up with a new session on qualitative assessment of student writing. These sessions have been requested by faculty and also promote University-wide achievement of Core Curriculum and service-learning goals.

BUDGETARY RESOURCES AND STAFFING FOR LEARNING ASSESSMENT

Currently, no separate budget line exists for assessment, but the University allocates funds through Academic Affairs each year to support student outcomes assessment by underwriting, for example, the cost of print resources, handbooks for chairs and deans, assessment workshops and book studies, conference and institute travel, department-specific requests, guest speakers, consultants, a teaching award, and a faculty assessment mini-grant.

ALOA and CTE have been strongly supported by the provost, but ALOA members have expressed concern that without a specific budget line and increased staffing, Duquesne may lose momentum in the transition to a culture that integrates learning assessment into daily practices. Currently, the director of CTE oversees the administrative work of assessment, including committee co-leadership, event planning, resource building, consultations with individuals and programs, campus coordination of NSSE, local and national assessment presentations, and faculty mini-grants. These essential administrative tasks are handled over and above the broad-based faculty and teaching-assistant development that is the hallmark of CTE. CTE was recently reconfigured. In spring 2006, upon the retirement of the associate vice president who directed CTE, the former associate director of CTE was promoted to the newly created position of director. The position of associate director was eliminated, thereby cutting the full-time, non-clerical staff in half.

In addition to personnel and budgeting needs, ALOA members are concerned about the fit of institutional assessment responsibilities with CTE. Across the nation, teaching center personnel have indicated that “assessing student learning is not only . . . an important challenge, but it is also one of the top three challenges that developers believe can and should be addressed through faculty development. Faculty development has long seen assessment as a powerful tool for diagnosing and improving student learning at the course- or program-based level.”⁸ Sorcinelli, et al. report that institutional assessment is being demanded of faculty development programs, and they “cannot accommodate the demand for such services and resources.” At Duquesne, CTE is well suited to promoting teaching and assessment to assure that students learn well and that faculty succeed, but CTE personnel are not able to conduct such essential assessment responsibilities as extensive data

⁸ Mary Deane Sorcinelli, Ann E. Austin, Pamela L. Eddy, Andrea L. Beach, *Creating the Future of Faculty Development: Learning from the Past, Understanding the Present* (Bolton, MA: Anker, 2005), 114.

collection and management, security of private information found in surveys, and University policy making and training related to surveys and report writing.

CONCLUSION

Duquesne has made significant progress across the academic programs in conducting sustainable and meaningful learning assessment and in improving programs based on the findings. ALOA priorities for the near future include:

- Continuing to foster a climate for meaningful assessment through workshops and consultation
- Creating an award for program-level assessment
- Updating Duquesne's online resources
- Providing leadership in implementing a Core Curriculum assessment process
- Collaborating with CTS to explore educational assessment technologies
- Adopting technological solutions for documenting and communicating assessment data across program lines in order to track institution-wide progress

Given the increasingly systematic and effective implementation of the assessment plan, the evidence of sound learning outcomes and assessment in about half of the syllabi, and the report by faculty who have attended CTE training that they are improving their course design and assessment of learning, we are clearly well on our way. These data also show, however, that gaps remain in course syllabi; in the alignment of course, program, and institutional goals; the implementation of meaningful and sound assessment at the course and program levels; and the use of assessment findings to improve our programs and, ultimately, student learning.

Duquesne is at a crossroads. ALOA, a representative faculty committee, and CTE have made strides in promoting a meaningful culture of learning assessment, but ALOA members have expressed concern that without additional budget and staffing, Duquesne will not be able to sustain progress toward its goal of implementing ongoing and sound learning-assessment practices throughout all its programs. In particular, staffing is needed to perform institutional research responsibilities within Academic Affairs, and increased funding is needed to enable CTE to provide support for learning-centered assessment across all learning contexts.

RECOMMENDATIONS

- To further support coordination of institutional and learning assessment, create a specific learning assessment budget line and an organizational structure within Academic Affairs to: 1) oversee research and documentation of learning, 2) adopt and utilize software in collaboration with CTS to create a database of assessment findings available to stakeholders across campus, 3) establish University survey policies and procedures, 4) provide training in sound survey practice, 5) assure the security of data, and most importantly, 6) tie assessment findings to strategic planning and budgeting.
- Increase CTE support so that the center can focus on faculty development and assessment practices that are integral to teaching and learning, and more effectively support learning assessment in all Duquesne sites and in distance learning.

SECTION VI: SUMMARY AND CONCLUSION

This self-study represents a collaborative effort of the Duquesne community. The steering committee defined three broad areas for the self-study: University mission, the educational process, and assessment of student learning and institutional life. The committee developed research questions related to these areas based on the fundamental elements of the Middle States standards. Eight research committees gathered data and evidence to answer the research questions. Their reports formed the basis of the eight chapters of the self-study, but the final document was also shaped by input from the wider Duquesne community. The resulting document highlights Duquesne's achievements and identifies opportunities for future growth.

UNIVERSITY MISSION

As a Catholic Spiritan University, Duquesne prides itself on being mission-centered and mission-driven. The self-study reviewed the extent to which the mission informs and enlivens every aspect of institutional life, from resource allocation to the education of students to the practice of academic and intellectual inquiry.

As is borne out in this report, the mission-centered character of Duquesne is manifested across and within the full range of activities and administrative structures of the University, beginning with the Office of Mission and Identity and developing outward through every component of the institution. Student organizations and activities, administrative policies and standards, academic excellence among faculty, and staff hiring procedures are informed by the Spiritan vision of community and service to others. As the everyday life of the University shows, this vision is not prescriptively set out, but is rather an embodied spirit that finds its particular shape daily within the practical activities of the people who form the Duquesne community.

On balance, Duquesne has done an excellent job over the past ten years of improving its implementation of the mission; setting achievable goals consistent with the mission through strategic planning; and working to develop institutional integrity by assuring transparency and coherence across the institution. As the self-study shows, however, more work remains to be done. Challenges with regard to mission include continuing efforts to increase campus diversity and documenting with direct evidence the ways in which students and staff are engaging the values of the mission. The first is addressed in the recommendation to provide additional funding and develop additional strategies for recruiting, supporting, and retaining minority faculty, staff, students, and administrators, using the campus climate study to inform these efforts. The second objective will be accomplished as part of the recommendation to improve the coordination and dissemination of institutional assessment information.

EDUCATIONAL PROCESS

As a mission-driven University, Duquesne views education as more than the dissemination of knowledge and information. Guided by the principle of education for the mind, heart, and spirit, the educational process at Duquesne addresses the needs of the total person, with the goal of graduating well-educated individuals who possess a sense of ethical responsibility. The *Dimensions of a Duquesne Education* define this vision in terms of knowledge, skills, and values that link mission to curriculum. The adoption of the revised Core Curriculum assures that all students have the opportunity to cultivate the values of academic excellence, ethical judgment, and social justice. The Core provides writing, information literacy, quantitative reasoning, and basic technology skills to prepare students

for advanced study in the disciplines. The link between the *Dimensions* and learning outcomes assessment provides direct evidence of the alignment of course and program goals with the mission and strategic plan.

As the self-study demonstrates, use of educational technology in teaching is pervasive, and faculty have been well supported in both learning to use technology and the pedagogy of teaching with technology. The growth of distance learning and totally online programs further attests to Duquesne's success in teaching with technology. Because technology-enhanced teaching and learning and distance education have become defining characteristics of a Duquesne education, a significant recommendation of the self-study is to commit financial support for faculty and student development, staff training, technology infrastructure needs, and new technology tools and personnel.

Student and peer evaluations indicate that the quality of faculty teaching is high. In addition, the faculty have increased their overall scholarly productivity by 86% during the past five years. Efforts to document faculty workload began with an internal analysis, followed by the University's participation in the Delaware Study. Some questions remain as to whether these studies have adequately captured the full range of the faculty's activities, particularly given the emphasis on service in Duquesne's mission. Therefore a significant recommendation of the self-study is to form a University committee to further define the teacher-scholar model and more clearly delineate the expectations relating to workload balance.

ASSESSMENT OF STUDENT LEARNING AND INSTITUTIONAL LIFE

There is widespread institutional awareness of the importance of systematic assessment as well as the implementation of a variety of assessment activities. The results of these activities flow to the appropriate points of authority. However, the University would be in a better position to use assessment results if all the processes were systematized and coordinated, and the findings analyzed and shared not only with University leaders and offices but, as appropriate, with the Duquesne community as a whole. Therefore, a significant recommendation of the self-study is to designate a centralizing entity for institutional assessment to provide leadership, coordinate assessment activities, and to analyze, record, and disseminate results to the appropriate campus constituencies. This would not only improve communication but strengthen the ties between the planning and budgeting processes.

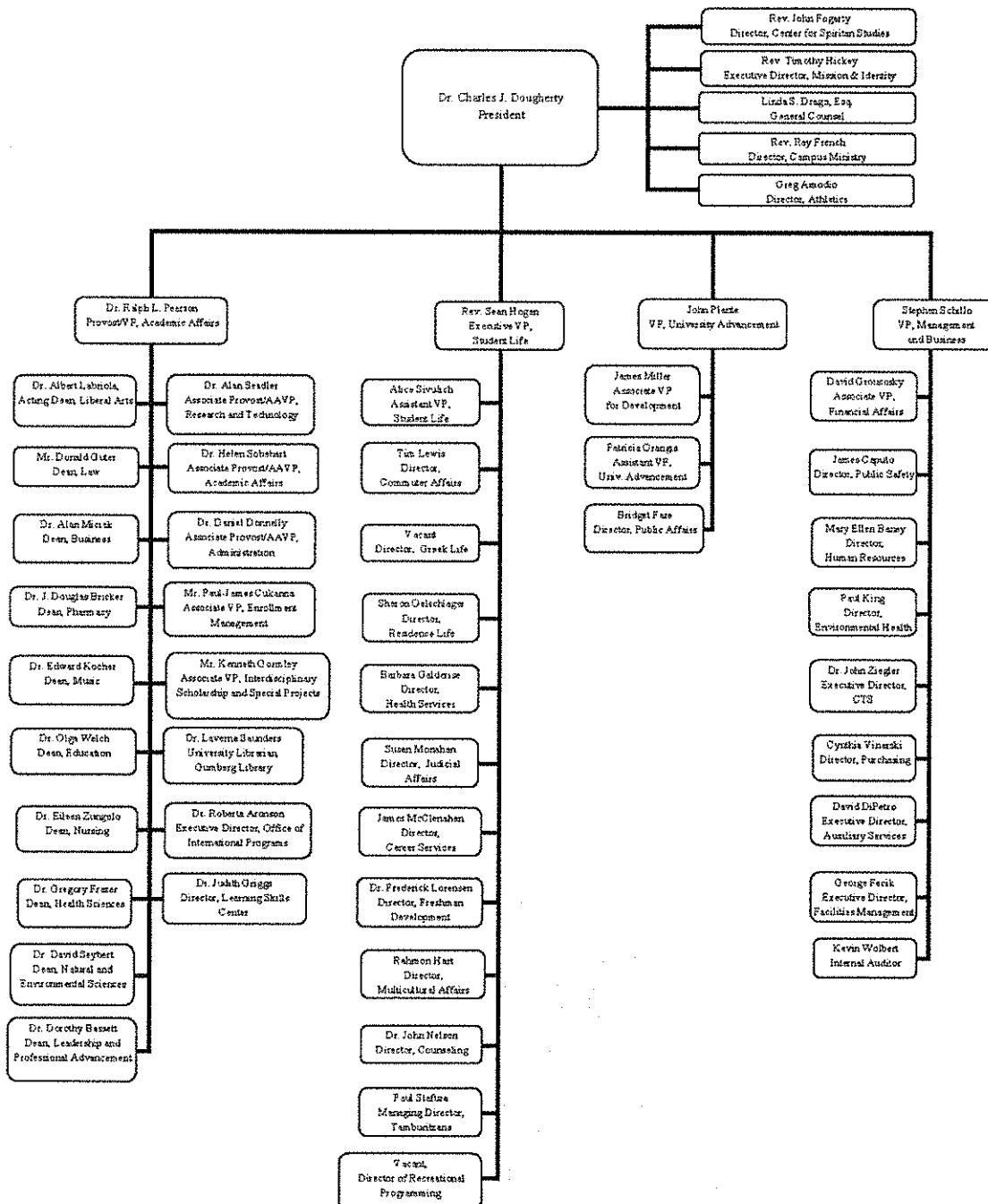
Duquesne has made substantial progress across the academic programs in conducting sustainable and meaningful learning outcomes assessment and in improving programs based on the findings. In order to grow and maintain this culture of learning assessment additional support is essential. Therefore a significant recommendation of the self-study is to create a specific learning assessment budget line and an organizational structure within Academic Affairs to oversee research and documentation of learning, establish University survey policies and procedures, provide training in sound survey practice, assure the security of data, and most importantly, tie assessment findings to strategic planning and budgeting.

CONCLUSION

Duquesne's self-study was designed to set in motion a process of reflective engagement to strengthen institutional growth, planning, and change in order to better the education of our students; and to document how Duquesne meets the accreditation requirements set forward by the

Middle States Commission on Higher Education. The self-study process has shown through analysis of research questions and examination of the standards of *Characteristics of Excellence* that Duquesne has accomplished these purposes. The steering committee is confident that Duquesne is well-positioned to claim its place in the first ranks of Catholic higher education.

APPENDIX 1: UNIVERSITY ORGANIZATION CHART



APPENDIX 2: LIST OF ACRONYMS AND ABBREVIATIONS

ACRONYM OR ABBREVIATION	FULL NAME
AACSB	Association to Advance Collegiate Schools of Business
AAC&U	Association of American Colleges & Universities
ACE	American Council on Education
ACPE	American Council on Pharmaceutical Education
ACT	American College Testing
ADA	Americans with Disabilities Act
AICUP	Association of Independent Colleges and Universities of Pennsylvania
ALOA	Academic Learning Outcomes Assessment
APA	American Psychological Association
ARL	Association of Research Libraries
CAE	Council for Aid to Education
CAS	Council for the Advancement of Standards
CASE	Council for the Advancement and Support of Education
CASHE	Council for the Advancement of Standards in Higher Education
CCAC	Community College of Allegheny County
CCNE	Commission on Collegiate Nursing Education
CCPE	Core Competency Proficiency Exam
CCRT	Campus Community Risk Team
CIRP	Cooperative Institutional Research Program
CLAAY	Career Literacy for African American Youth
CMS	course management system
CRC	Capital Region Campus
CRM	customer relationship management
CSBV	College Student Beliefs and Values Survey
CSS	College Senior Survey
CTE	Center for Teaching Excellence
CTS	Computing and Technology Services
CUPA	College and University Professional Association
DBA	database administrator
DORI	Duquesne Online Resources and Information
DUV	Duquesne University Volunteers
EGO	English Graduate Organization
ESLP	English as a Second Language program
ETC	Educational Technology Committee
FERPA	Family Educational Rights and Privacy Act

ACRONYM OR ABBREVIATION	FULL NAME
FTE	full-time equivalent
FY	fiscal year
GSF	gross square foot
HCIP	Health Careers Internship Program
HERI	Higher Education Research Institute
HIPAA	Health Insurance Portability and Accountability Act
IDPEL	Interdisciplinary Doctoral Program in Educational Leadership
IRB	Institutional Research Board
IRP	Office of Institutional Research and Planning
IPEDS	Integrated Postsecondary Education Data System
LTC	Learning Technology Center
MSDC	Media Services and Distribution Center
NACUBO	National Association of College and University Business Officers
NASM	National Association of Schools of Music
NCAA	National Collegiate Athletic Association
NCATE	National Council for Accreditation of Teacher Education
NSSE	National Survey of Student Engagement
OIP	Office of International Programs
OMA	Office of Multicultural Affairs
OMI	Offices of Mission and Identity
PACT	Program for Academic Coaching through Tutoring
PLUS	Parent Loan from United States government
PRS	Personal Response System
RISL	Research and Information Skills Lab
SGA	Student Government Association
SLAC	Service-Learning Advisory Committee
START-IT	<i>Student Advice Regarding Today's Information Technology</i>
SWOT	strengths, weaknesses, opportunities, and threats
TAPS	<i>The Administrative Policies</i>
TEQ	Teaching Effectiveness Questionnaire
UGCF	University Grievance Committee for Faculty
UPAP	University Performance Appraisal Program
UPC	University Planning Committee

APPENDIX 3: LIST OF SUPPORTING DOCUMENTS AND LOCATIONS

APPENDIX CODE	PRIMARY DOCUMENTS
AID	<i>Academic Integrity at Duquesne</i>
CCR	<i>Duquesne University Core Curriculum</i>
CIR	<i>Community Impact Report 2006–2007</i>
EIR	<i>2004–05 Economic Impact Report</i>
FB	<i>Duquesne University Fact Book 2007</i>
FHB	<i>Faculty Handbook</i>
MS	<i>Duquesne University Mission and Goals Statement</i>
SSD	<i>Education for the Mind, Heart, and Spirit: Duquesne University Self-Study Design</i>
SP	<i>Duquesne University Strategic Plan 2003–2008</i>
TAPS	<i>The Administrative Policies</i>
APPENDIX CODE	INTRODUCTION
I-1	<i>Master Planning Recommendations</i>
I-2	<i>Communication Plan: Middle States Self-study Document</i>
APPENDIX CODE	CHAPTER 1: MISSION, GOALS, AND INTEGRITY
C1-1	<i>The Code of Student Rights, Responsibilities, and Conduct</i>
C1-2	<i>Employee Policy and Information Guide 2005–2006</i>
C1-3	<i>Report to the Faculty, Administration, Trustees, Students of Duquesne University</i> (Commission on Higher Education of the Middle States Association)
C1-4	<i>A Catholic University in the Spiritan Tradition</i> (faculty recruitment brochure)
C1-5	<i>Employee Self Appraisal Form</i>
C1-6	<i>Administrative Performance Appraisal Form</i>
C1-7	<i>Board of Directors Handbook</i> (2007–2008)
C1-8	<i>The President's Advisory Council on Diversity</i> (general charge)
C1-9	<i>Proposal for Duquesne University Campus Climate Study</i>
C1-10	<i>Proposal for Faculty Development Programs on Multicultural Diversity</i>
C1-11	<i>Office of Multicultural Affairs</i> (mission and assessment statement)
C1-12	<i>Gussin Spiritan Division of Academic Studies</i> (mission and assessment statement)
C1-13	<i>Annual Report for Academic Year 2006–2007</i> (Robert and Patricia Gussin Spiritan Division of Academic Programs)
C1-14	<i>Duquesne University Full-Time Employee Report Charts</i>

**APPENDIX
CODE****CHAPTER 1: MISSION, GOALS, AND INTEGRITY**

C1-15	<i>Procedures & Guidelines for Conducting Faculty & Administrative Staff Searches</i>
C1-16	<i>Minority Faculty Hiring Program</i>
C1-17	<i>Do More for Your Future</i> (admissions viewbook)
C1-18	<i>Dimensions of a Duquesne Education</i>

**APPENDIX
CODE****CHAPTER 2: INSTITUTIONAL PLANNING AND RESOURCES**

C2-1	<i>Cost Estimate and Implementation Document 2003–2008</i>
C2-2	<i>Forbes Avenue Projects Final Report</i>
C2-3	<i>Overview of Fiscal 2009 Operating Budget Schedules</i>
C2-4	<i>Capital Budget Forecast</i>
C2-5	<i>Approved Fiscal Year 2006–07 Operating & Capital Budgets</i>
C2-6	<i>Duquesne University Technology Plan</i>
C2-7	<i>School Lender Program Net Revenue</i>
C2-8	<i>National Association of Schools of Music Visitors' Report</i>
C2-9	<i>Doctoral Program Site Visit Report</i> (America Psychological Association)
C2-10	<i>Board of Examiners Report</i> (2006, National Counsel for Teacher Education [NCATE])
C2-11	<i>Evaluation Team Report</i> (Commission on Collegiate Nursing Education 2001)
C2-12	<i>Evaluation Team Report</i> (Commission on Collegiate Nursing Education 2006)
C2-13	<i>Accreditation Grant Letter</i> (2007, CCNE)
C2-14	<i>Financial Statements</i> (FY07)
C2-15	<i>Financial Statements</i> (FY06)
C2-16	<i>Combined Financial Statements</i> (FY05)
C2-17	<i>Tuition Discounting Trends</i> (2002–2007)
C2-18	<i>Cohort Default Rate</i>
C2-19	<i>Quasi Endowment Investment Policy Statement</i>
C2-20	<i>Endowment Per FTE Students Fiscal Year Ending June 30, 2006</i>
C2-21	<i>Duquesne University Administration Organization Chart</i>
C2-22	<i>Alumni Association Strategic Plan 2006–2009</i>
C2-23	<i>Target Asset Mix</i>
C2-24	<i>Endowment Fund Investment Policy Statement</i>
C2-25	<i>Gumberg Library Overview</i>
C2-26	<i>Duquesne University E & G Library Analysis</i>
C2-27	<i>Cohen Report of Findings & Recommendations for Space Reorganization</i>

**APPENDIX
CODE****CHAPTER 3: LEADERSHIP, GOVERNANCE, AND ADMINISTRATION**

C3-1	<i>Charter and Amended and Restated Bylaws (excerpt from Board of Director's Handbook)</i>
C3-2	<i>Executive Resolutions of the Board</i>
C3-3	<i>Ex Corde Ecclesiae</i>
C3-4	<i>Duquesne University Corporation Self-Assessment</i>
C3-5	<i>Board of Directors Self-Assessment Document</i>
C3-6	<i>Duquesne University of the Holy Ghost University Statutes (excerpt from Board of Director's Handbook)</i>
C3-7	<i>Comparison of Duquesne University (Higher Education Research Institute [HERI])</i>
C3-8	<i>Constitution of the Duquesne University Student Government Association</i>

**APPENDIX
CODE****CHAPTER 4: STUDENT ADMISSIONS AND SUPPORT SERVICES**

C4-1	<i>Support Services (brochure)</i>
C4-2	<i>Enrollment Management Strategies</i>
C4-3	<i>Key Budget Assumptions; Enrollment</i>
C4-4	<i>Bluff Stuff (Volume 3, Fall 2006)</i>
C4-5	<i>Honors College 2005–2006 Annual Report</i>
C4-6	<i>Admissions Diversity Plan</i>
C4-7	<i>Ethnic Diversity Update</i>
C4-8	<i>International Student Totals as of Spring 2007</i>
C4-9	<i>Graduate Council Meeting March 13, 2007: Meeting Summary</i>
C4-10	<i>Admissions Controlled Academic Scholarship Renewal Proposal</i>
C4-11	<i>Duquesne University Undergraduate Admissions Training Manual</i>
C4-12	<i>Report on the Status of Academic Advisement at Duquesne University</i>
C4-13	<i>Career Services Self-Assessment</i>
C4-14	<i>Department of Athletics Academic Honors 2006–07</i>

**APPENDIX
CODE****CHAPTER 5: FACULTY**

C5-1	<i>2006 Institution Workforce Analysis</i>
C5-2	<i>2005 HERI Faculty Survey: Overview of Results</i>
C5-3	<i>Promotion, Tenure, and Third-Year Review Information</i>
C5-4	<i>TEQ Analysis: Duquesne University Spring 2006</i>
C5-5	<i>Top Research Universities in the 2005 Faculty Scholarly Productivity Index</i>
C5-6	<i>Scholarly Work Summary AY2007</i>
C5-7	<i>Sponsored Research Annual Report (2007)</i>
C5-8	<i>FY07 Salary Comparison to 2005–06 AAUP Survey Information</i>

**APPENDIX
CODE****CHAPTER 5: FACULTY**

C5-9	<i>Average Nine-Month Equivalent Faculty Salaries</i>
C5-10	<i>Middle States Faculty Survey</i>
C5-11	<i>Faculty Salary Enhancement Initiatives</i>
C5-12	<i>AAUP Contingent Faculty Index 2006</i>
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Associate Professor, English, former Dean, McAnulty College and Graduate School of Liberal Arts

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Dr. William Barone

Professor, Education, School of Education

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Dean, School of Leadership and Professional Advancement

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Provost, Vice President, Academic Affairs

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Director, Office Institutional Research and Planning

Ms. Kimberly Ann Saunders

Marketing Communications Manager, Office of Public Affairs

Dr. Laverna Saunders

University Librarian, Gumberg Library

Dr. Jason Scibek

Assistant Professor, Athletic Training, Rangos School of Health Sciences

Ms. Cherith Simmer

Assistant Dean for Recruitment, Assistant Professor, School of Nursing

Ms. Alice Sivulich

Assistant Vice President, Programs and Activities, Student Life

Dr. William Spangler

Associate Dean, Academic Affairs and Research, Associate Professor, Information Systems Management, A.J. Palumbo School of Business and John F. Donahue Graduate School of Business Administration

Dr. Daniel Watkins

Professor, English, McAnulty College and Graduate School of Liberal Arts

Dr. Laurel Willingham-McLain

Associate Director, Center for Teaching Excellence, Co-Chair, University Academic Learning Outcomes Assessment Committee

Dr. Paula Witt-Enderby

President, Faculty Senate, Associate Professor, Pharmacology and Toxicology, Mylan School of Pharmacy

Dr. John Ziegler

Executive Director, Computing Technology Services

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Executive Director, Office of Mission and Identity

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Professor, Psychology, McAnulty College and Graduate School of Liberal Arts

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Dr. Aaron Mackler

Associate Professor, Theology, McAnulty College and Graduate School of Liberal Arts

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Marketing Communications Manager, Office of Public Affairs

Ms. Frances Tarkett

Campus Minister, Spiritan Campus Ministry

Dr. Daniel Watkins

Professor, English, McAnulty College and Graduate School of Liberal Arts

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Director, Office of Planning and Budget

Ms. Marian Holden
Post Award Coordinator, Office of Research

Dr. Laverna Saunders
University Librarian, Gumberg Library

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Director, Human Resources Management

Dr. Judith Griggs
Director, Michael P. Webber Learning Skills Center, Affirmative Action Officer

Dr. Douglas Harper
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Rev. Timothy Hickey
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Vice-chair, Board of Directors

Dr. Albert Labriola
Professor, English, Acting Dean, McAnulty College and Graduate School of Liberal Arts

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Student Representative

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Director, Purchasing and Support Services

Dr. James Weber
Professor, Business Ethics, Director, Beard Center for Leadership in Ethics, A.J. Palumbo School of Business Administration and John. F. Donahue Graduate School of Business

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Mr. James Ritchie, co-chair
Director, Office Institutional Research and Planning

Dr. Laurel Willingham-McLain, co-chair
Associate Director, Center for Teaching Excellence, Co-Chair, University Academic Learning Outcomes Assessment Committee

Dr. Dorothy Bassett
Dean, School of Leadership and Professional Advancement

Mr. Ryan Dawson
Assistant Director, Employment and Recruiting Services, Human Resource Management

Ms. Martha Jordan
Associate Professor, School of Law

Dr. Joan Kiel
Associate Professor, Health Management Systems, Rangos School of Health Sciences

Dr. Bruce Livengood
Associate Professor, Mylan School of Pharmacy

Dr. John Nelson
Director, University Counseling Center

Ms. Ruth Newberry
Director, Educational Technology, Computing and Technology Services

Mr. David Nolfi
Health Sciences Librarian, Gumberg Library

Ms. Melissa Witter Maletestinic
Director of Development, University Advancement

Mr. James Tortella
Associate Controller, Finance, University Controller's Office

STANDARDS 8 AND 9: STUDENT ADMISSIONS, STUDENT SUPPORT SERVICES

Ms. Cherith Simmer, co-chair
Assistant Dean for Recruitment, Assistant Professor, School of Nursing

Ms. Alice Sivulich, co-chair
Assistant Vice President, Programs and Activities, Student Life

Ms. Karen Bova
Coordinator, Comprehensive Student Advisement, Academic Advisor, School of Nursing

Mr. Paul Cukanna
Executive Director, Admissions, Associate Vice President for Enrollment Management

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Director, Financial Aid

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Assistant Director, Freshman Development and Special Student Services

Mr. Timothy Lewis
Director, Commuter Affairs

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Internship Coordinator, Career Services Center

Mr. Carl Melle
Enrollment Management Counselor, School of Leadership and Professional Advancement

Mr. Matthew Walsh
Campus Minister, Spiritan Campus Ministry

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Dr. Paula Witt-Enderby, chair
President, Faculty Senate, Associate Professor, Pharmacology and Toxicology, Mylan School of Pharmacy

Ms. Kathryn Fowler
Instruction Librarian, Gumberg Library

Dr. Uhuru Hotep
Associate Director, Michael P. Weber Learning Skills Center

Mr. Frank Liu
Professor of Law, Director, Center for Legal Information, School of Law

Dr. William Spangler
Associate Dean, Academic Affairs and Research, Associate Professor, Information Systems Management, A.J. Palumbo School of Business and John F. Donahue Graduate School of Business Administration

Dr. Nancy Trun
Assistant Professor, Biological Sciences, Bayer School of Natural and Environmental Sciences

Dr. George Yancy
Assistant Professor, Philosophy, McAnulty College and Graduate School of Liberal Arts

**STANDARDS 11, 12, AND 13: EDUCATIONAL OFFERINGS, GENERAL EDUCATION, RELATED
EDUCATIONAL OFFERINGS**

Dr. Judith Bowman, co-chair
Professor, Music, Coordinator of Graduate Music Education, Mary Pappert School of Music

Dr. Roberta Aronson, co-chair
Executive Director, Office of International Programs

Dr. Greg Barnhisel
Assistant Professor, English, Director, First-Year Writing, McAnulty College and Graduate School of Liberal Arts

Mr. Robert Behary
Reference Librarian, Gumberg Library

Ms. Bridget Calhoun
Assistant Professor, Chair, Department of Physician Assistant, Rangos School of Health Sciences

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Associate Professor, Theology, McAnulty College and Graduate School of Liberal Arts, and Chair, University Core Curriculum Committee

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Coordinator, Office of Service-Learning

Dr. William Gibbs
Associate Professor, Journalism and Multimedia Arts, McAnulty College and Graduate School of Liberal Arts

Dr. Kathleen Hartzel
Associate Professor, Chair, Information Systems, Supply Chain, and Operations Management, A.J. Palumbo School of Business Administration and John F. Donahue Graduate School of Business

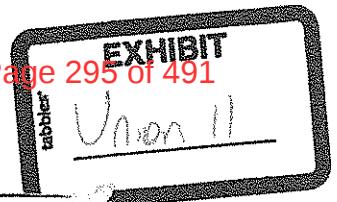
Dr. Gladys Husted
Professor Emeritus, School of Nursing

Dr. Constance Ramirez
Associate Professor, English, former Dean, McAnulty College and Graduate School of Liberal Arts

Ms. Maureen Diana Sasso
Director, Information Services Division, Gumberg Library

Dr. Jim Welford-Ulrich
Assistant Professor, School of Leadership and Professional Advancement

Mr. Robert Volkmar
Interim Director, Environmental Sciences and Management Program, Bayer School of Natural and
Environmental Sciences



1940 Statement of Principles on Academic Freedom and Tenure

with 1970 Interpretive Comments

In 1915 the Committee on Academic Freedom and Academic Tenure of the American Association of University Professors formulated a statement of principles on academic freedom and academic tenure known as the 1915 *Declaration of Principles*, which was officially endorsed by the Association at its Second Annual Meeting held in Washington, D.C., December 31, 1915, and January 1, 1916.

In 1925 the American Council on Education called a conference of representatives of a number of its constituent members, among them the American Association of University Professors, for the purpose of formulating a shorter statement of principles on academic freedom and tenure. The statement formulated at this conference, known as the 1925 *Conference Statement on Academic Freedom and Tenure*, was endorsed by the Association of American Colleges (now the Association of American Colleges and Universities) in 1925 and by the American Association of University Professors in 1926.

In 1940, following a series of joint conferences begun in 1934, representatives of the American Association of University Professors and of the Association of American Colleges agreed on a restatement of the principles that had been set forth in the 1925 *Conference Statement on Academic Freedom and Tenure*. This restatement is known to the profession as the 1940 *Statement of Principles on Academic Freedom and Tenure*.

Following extensive discussions on the 1940 *Statement of Principles on Academic Freedom and Tenure* with leading educational associations and with individual faculty members and administrators, a joint committee of the AAUP and the Association of American Colleges met during 1969 to reevaluate this key policy statement. On the basis of the comments received, and the discussions that ensued, the joint committee felt the preferable approach was to formulate interpretations of the 1940 *Statement* from the experience gained in implementing and applying it for over thirty years and of adapting it to current needs.

The committee submitted to the two associations for their consideration *Interpretive Comments* that are included below as footnotes to the 1940 *Statement*.¹ These interpretations were adopted by the Council of the American Association of University Professors in April 1970 and endorsed by the Fifty-Sixth Annual Meeting as Association policy.

1. The Introduction to the Interpretive Comments notes: In the thirty years since their promulgation, the principles of the 1940 "Statement of Principles on Academic Freedom and Tenure" have undergone a substantial amount of refinement. This has evolved through a variety of processes, including customary acceptance, understandings mutually arrived at between institutions and professors or their representatives, investigations and reports by the American Association of University Professors, and formulations of statements by that association either alone or in conjunction with the Association of American

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole.² The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.³

Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession

Colleges. These comments represent the attempt of the two associations, as the original sponsors of the 1940 "Statement," to formulate the most important of these refinements. Their incorporation here as Interpretive Comments is based upon the premise that the 1940 "Statement" is not a static code but a fundamental document designed to set a framework of norms to guide adaptations to changing times and circumstances.

Also, there have been relevant developments in the law itself reflecting a growing insistence by the courts on due process within the academic community which parallels the essential concepts of the 1940 "Statement"; particularly relevant is the identification by the Supreme Court of academic freedom as a right protected by the First Amendment. As the Supreme Court said in *Keyishian v. Board of Regents*, 385 US 589 (1967), "Our Nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom."

2. The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

3. First 1970 comment: The Association of American Colleges and the American Association of University Professors have long recognized that membership in the academic profession carries with it special responsibilities. Both associations either separately or jointly have consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterances as citizens, in the exercise of their responsibilities to the institution and to students, and in their conduct when resigning from their institution or when undertaking government-sponsored research. Of particular relevance is the "Statement on Professional Ethics" adopted in 1966 as Association policy (AAUP, *Policy Documents and Reports*, 11th ed. [Baltimore: Johns Hopkins University Press, 2015], 145-46).

attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Academic Freedom

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.⁴ Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.⁵
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.⁶

4. Second 1970 comment: The intent of this statement is not to discourage what is "controversial." Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject.

5. Third 1970 comment: Most church-related institutions no longer need or desire the departure from the principle of academic freedom implied in the 1940 "Statement," and we do not now endorse such a departure.

6. Fourth 1970 comment: This paragraph is the subject of an interpretation adopted by the sponsors of the 1940 "Statement" immediately following its endorsement:

If the administration of a college or university feels that a teacher has not observed the admonitions of paragraph 3 of the section on Academic Freedom and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning the teacher's fitness for his or her position, it may proceed to file charges under paragraph 4 of the section on Academic Tenure. In pressing such charges, the administration should remember that teachers are citizens and should be

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Academic Tenure

After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

1. The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.
2. Beginning with appointment to the rank of full-time instructor or a higher rank,⁷ the

accorded the freedom of citizens. In such cases the administration must assume full responsibility, and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

Paragraph 3 of the section on Academic Freedom in the 1940 "Statement" should also be interpreted in keeping with the 1964 "Committee A Statement on Extramural Utterances," *Policy Documents and Reports*, 31, which states inter alia: "The controlling principle is that a faculty member's expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member's unfitness for his or her position. Extramural utterances rarely bear upon the faculty member's fitness for the position. Moreover, a final decision should take into account the faculty member's entire record as a teacher and scholar."

Paragraph 5 of the "Statement on Professional Ethics," *Policy Documents and Reports*, 146, also addresses the nature of the "special obligations" of the teacher:

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Both the protection of academic freedom and the requirements of academic responsibility apply not only to the full-time probationary and the tenured teacher, but also to all others, such as part-time faculty and teaching assistants, who exercise teaching responsibilities.

7. Fifth 1970 comment: The concept of "rank of full-time instructor or a higher rank" is intended to include any person who teaches a full-time load regardless of the teacher's specific title. [For a discussion of this question, see the "Report of the Special Committee on Academic

probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution, it may be agreed in writing that the new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years.⁸ Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.⁹

Personnel Ineligible for Tenure," *AALIP Bulletin* 52 (September 1966): 280-82.]

8. Sixth 1970 comment: In calling for an agreement "in writing" on the amount of credit given for a faculty member's prior service at other institutions, the "Statement" furthers the general policy of full understanding by the professor of the terms and conditions of the appointment. It does not necessarily follow that a professor's tenure rights have been violated because of the absence of a written agreement on this matter. Nonetheless, especially because of the variation in permissible institutional practices, a written understanding concerning these matters at the time of appointment is particularly appropriate and advantageous to both the individual and the institution. [For a more detailed statement on this question, see "On Crediting Prior Service Elsewhere as Part of the Probationary Period," *Policy Documents and Reports*, 167-68.]

9. Seventh 1970 comment: The effect of this subparagraph is that a decision on tenure, favorable or unfavorable, must be made at least twelve months prior to the completion of the probationary period. If the decision is negative, the appointment for the following year becomes a terminal one. If the decision is affirmative, the provisions in the 1940 "Statement" with respect to the termination of service of teachers or investigators after the expiration of a probationary period should apply from the date when the favorable decision is made.

The general principle of notice contained in this paragraph is developed with greater specificity in the "Standards for Notice of Nonreappointment," endorsed by the Fiftieth Annual Meeting of the American Association of University Professors (1964) (*Policy Documents and Reports*, 99). These standards are:

Notice of nonreappointment, or of intention not to recommend reappointment to the governing board, should be given in writing in accordance with the following standards:

1. Not later than March 1 of the first academic year of service, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.

3. During the probationary period a teacher should have the academic freedom that all other members of the faculty have.¹⁰
4. Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges and should have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon the case. The teacher should be permitted to be accompanied by an advisor of his or her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from the teacher's own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.¹¹

2. Not later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.

3. At least twelve months before the expiration of an appointment after two or more years in the institution.

Other obligations, both of institutions and of individuals, are described in the "Statement on Recruitment and Resignation of Faculty Members," *Policy Documents and Reports*, 153-54, as endorsed by the Association of American Colleges and the American Association of University Professors in 1961.

10. Eighth 1970 comment: The freedom of probationary teachers is enhanced by the establishment of a regular procedure for the periodic evaluation and assessment of the teacher's academic performance during probationary status. Provision should be made for regularized procedures for the consideration of complaints by probationary teachers that their academic freedom has been violated. One suggested procedure to serve these purposes is contained in the "Recommended Institutional Regulations on Academic Freedom and Tenure," *Policy Documents and Reports*, 79-90, prepared by the American Association of University Professors.

11. Ninth 1970 comment: A further specification of the academic due process to which the teacher is entitled under this paragraph is contained in the "Statement on Procedural Standards in Faculty Dismissal Proceedings," *Policy Documents and Reports*, 91-93, jointly approved by the

5. Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

Endorsers

Note: Groups that changed names subsequent to endorsing the statement are listed under their current names.

Association of American Colleges and Universities.....	1941
American Association of University Professors.....	1941
American Library Association (adapted for librarians).....	1946
Association of American Law Schools.....	1946
American Political Science Association.....	1947
American Association for Higher Education and Accreditation.....	1950
American Association of Colleges for Teacher Education.....	1950
Eastern Psychological Association.....	1950
Southern Society for Philosophy and Psychology.....	1953
American Psychological Association.....	1961
American Historical Association.....	1961
Modern Language Association.....	1962
American Economic Association.....	1962
Agricultural and Applied Economic Association.....	1962
Midwest Sociological Society.....	1963
Organization of American Historians.....	1963
Society for Classical Studies.....	1963
American Council of Learned Societies.....	1963
American Sociological Association.....	1963

American Association of University Professors and the Association of American Colleges in 1958. This interpretive document deals with the issue of suspension, about which the 1940 "Statement" is silent.

The "Statement on Procedural Standards in Faculty Dismissal Proceedings" provides: "Suspension of the faculty member during the proceedings is justified only if immediate harm to the faculty member or others is threatened by the faculty member's continuance. Unless legal considerations forbid, any such suspension should be with pay." A suspension which is not followed by either reinstatement or the opportunity for a hearing is in effect a summary dismissal in violation of academic due process.

The concept of "moral turpitude" identifies the exceptional case in which the professor may be denied a year's teaching or pay in whole or in part. The statement applies to that kind of behavior which goes beyond simply warranting discharge and is so utterly blameworthy as to make it inappropriate to require the offering of a year's teaching or pay. The standard is not that the moral sensibilities of persons in the particular community have been affronted. The standard is behavior that would evoke condemnation by the academic community generally.

Southern Historical Association	1963	American Speech-Language-Hearing Association.....	1968
American Studies Association.....	1963	Association of Social and Behavioral Scientists	1968
Association of American Geographers	1963	College English Association.....	1968
Southern Economic Association.....	1963	National College Physical Education Association for Men	1969
Classical Association of the Middle West and South.....	1964	American Real Estate and Urban Economics Association.....	1969
Southwestern Social Science Association	1964	Council for Philosophical Studies	1969
Archaeological Institute of America	1964	History of Education Society.....	1969
Southern Management Association.....	1964	American Musicological Society	1969
American Theatre Association (now dissolved)	1964	American Association of Teachers of Spanish and Portuguese.....	1969
South Central Modern Language Association.....	1964	Texas Community College Teachers Association.....	1970
Southwestern Philosophical Society.....	1964	College Art Association of America.....	1970
Council of Independent Colleges.....	1965	Society of Professors of Education	1970
Mathematical Association of America.....	1965	American Anthropological Association.....	1970
Arizona-Nevada Academy of Science	1965	Association of Theological Schools	1970
American Risk and Insurance Association	1965	Association of Schools of Journalism and Mass Communication	1971
Academy of Management.....	1965	Academy of Legal Studies in Business.....	1971
American Catholic Historical Association.....	1966	Americans for the Arts	1972
American Catholic Philosophical Association	1966	New York State Mathematics Association of Two-Year Colleges.....	1972
Association for Education in Journalism and Mass Communication.....	1966	College Language Association.....	1973
Western History Association	1966	Pennsylvania Historical Association.....	1973
Mountain-Plains Philosophical Conference.....	1966	American Philosophical Association.....	1974
Society of American Archivists	1966	American Classical League	1974
Southeastern Psychological Association.....	1966	American Comparative Literature Association.....	1974
Southern States Communication Association.....	1966	Rocky Mountain Modern Language Association.....	1974
American Mathematical Society.....	1967	Society of Architectural Historians.....	1975
Association for Slavic, East European, and Eurasian Studies.....	1967	American Statistical Association.....	1975
College Theology Society	1967	American Folklore Society	1975
Council on Social Work Education.....	1967	Association for Asian Studies.....	1975
American Association of Colleges of Pharmacy	1967	Linguistic Society of America	1975
American Academy of Religion	1967	African Studies Association	1975
Association for the Sociology of Religion	1967	American Institute of Biological Sciences	1975
American Society of Journalism School Administrators (now merged with the Association of Schools of Journalism and Mass Communication).....	1967	North American Conference on British Studies.....	1975
John Dewey Society	1967	Sixteenth-Century Society and Conference ..	1975
South Atlantic Modern Language Association.....	1967	Texas Association of College Teachers	1976
American Finance Association	1967	Association for Jewish Studies	1976
Association for Social Economics	1967	Association for Spanish and Portuguese Historical Studies	1976
Phi Beta Kappa Society	1968	Western States Communication Association	1976
Society of Christian Ethics	1968	Texas Association of Colleges for Teacher Education.....	1977
American Association of Teachers of French	1968	Metaphysical Society of America.....	1977
Eastern Finance Association	1968	American Chemical Society	1977
American Association for Chinese Studies	1968	Texas Library Association.....	1977
American Society of Plant Biologists.....	1968	American Society for Legal History	1977
University Film and Video Association	1968	Iowa Higher Education Association	1977
American Dialect Society	1968	American Physical Therapy Association	1979

North Central Sociological Association.....	1980	Council of Teachers of Southeast	
Dante Society of America	1980	Asian Languages	1994
Association for Communication		American Association of Teachers of Arabic.....	1994
Administration.....	1981	American Association of Teachers of	
National Communication Association.....	1981	Japanese.....	1994
American Association of Physics Teachers.....	1982	Academic Senate for California	
Middle East Studies Association	1982	Community Colleges.....	1996
National Education Association.....	1985	National Council for the Social Studies.....	1996
American Institute of Chemists.....	1985	Council of Academic Programs in	
American Association of Teachers		Communication Sciences and Disorders	1996
of German.....	1985	Association for Women in Mathematics	1997
American Association of Teachers of Italian.....	1985	Philosophy of Time Society	1998
American Association for Applied		World Communication Association	1999
Linguistics.....	1986	The Historical Society.....	1999
American Association for Cancer Education.....	1986	Association for Theatre in Higher Education.....	1999
American Society of Church History.....	1986	National Association for Ethnic Studies.....	1999
Oral History Association	1987	Association of Ancient Historians	1999
Society for French Historical Studies	1987	American Culture Association.....	1999
History of Science Society.....	1987	American Conference for Irish Studies	1999
American Association of Pharmaceutical		Society for Philosophy in the	
Scientists.....	1988	Contemporary World.....	1999
American Association for Clinical		Eastern Communication Association.....	1999
Chemistry.....	1988	Association for Canadian Studies	
Council for Chemical Research	1988	in the United States.....	1999
Association for the Study of Higher		American Association for the History of	
Education.....	1988	Medicine.....	2000
American Psychological Association	1989	Missouri Association of Faculty Senates.....	2000
Association for Psychological Science.....	1989	Association for Symbolic Logic	2000
University and College Labor Education		American Society of Criminology.....	2001
Association.....	1989	American Jewish Historical Society	2001
Society for Neuroscience	1989	New England Historical Association	2001
Renaissance Society of America.....	1989	Society for the Scientific Study of Religion	2001
Society of Biblical Literature	1989	Society for German-American Studies	2001
National Science Teachers Association	1989	Society for Historians of the Gilded Age	
Medieval Academy of America	1990	and Progressive Era	2001
American Society of Agronomy	1990	Eastern Sociological Society	2001
Crop Science Society of America	1990	Chinese Historians in the United States.....	2001
Soil Science Society of America	1990	Community College Humanities	
International Society of Protistologists.....	1990	Association.....	2002
Society for Ethnomusicology	1990	Immigration and Ethnic History Society.....	2002
American Association of Physicists		Society for Early Modern Catholic Studies.....	2002
in Medicine.....	1990	Academic Senate of the California State	
Animal Behavior Society.....	1990	University	2004
Illinois Community College Faculty		Agricultural History Society	2004
Association.....	1990	National Council for Accreditation	
American Society for Theatre Research	1990	of Teacher Education	2005
National Council of Teachers of English.....	1991	American Council on the Teaching	
Latin American Studies Association.....	1992	of Foreign Languages.....	2005
Society for Cinema and Media Studies.....	1992	Society for the Study of Social Biology.....	2005
American Society for Eighteenth-Century		Society for the Study of Social Problems	2005
Studies.....	1992	Association of Black Sociologists.....	2005
Council of Colleges of Arts and Sciences.....	1992	Dictionary Society of North America	2005
American Society for Aesthetics.....	1992	Society for Buddhist-Christian Studies.....	2005
Association for the Advancement		Society for Armenian Studies	2006
of Baltic Studies.....	1994	Society for the Advancement of	
American Council of Teachers of Russian.....	1994	Scandinavian Study	2006

American Physiological Society	2006	Chinese Language Teachers Association	2014
National Women's Studies Association	2006	Coordinating Council for Women	
National Coalition for History	2006	in History.....	2014
Society for Military History	2006	Ecological Society of America	2014
Society for Industrial and Applied		Institute for American Religious and	
Mathematics	2006	Philosophical Thought.....	2014
Association for Research on Ethnicity and		Italian American Studies Association.....	2014
Nationalism in the Americas	2006	Midwestern Psychological Association.....	2014
Society of Dance History Scholars.....	2006	Modern Greek Studies Association.....	2014
Association of Literary Scholars, Critics,		National Association of Professors	
and Writers	2006	of Hebrew.....	2014
National Council on Public History.....	2006	National Council of Less Commonly	
College Forum of the National Council of		Taught Languages	2014
Teachers of English.....	2006	Population Association of America	2014
Society for Music Theory	2006	Society for Italian Historical Studies.....	2014
Society for Historians of American		Society for Psychophysiological Research.....	2014
Foreign Relations.....	2006	Society for Romanian Studies	2014
Law and Society Association	2006	Society for Textual Scholarship.....	2014
Society for Applied Anthropology.....	2006	Society for the History of Children and	
American Society of Plant Taxonomists.....	2006	Youth	2014
Society for the History of Technology	2006	Society for the Psychological Study	
German Studies Association.....	2006	of Social Issues.....	2014
Association of College and Research		Society for the Study of the Multi-Ethnic	
Libraries	2007	Literature of the United States	2014
Czechoslovak Studies Association.....	2007	Society of Civil War Historians	2014
American Educational Studies Association	2007	Society of Mathematical Psychology	2014
Southeastern Women's Studies Association ..	2009	Sociologists for Women in Society	2014
American Academy for Jewish Research.....	2014	Urban History Association	2014
American Association for Ukrainian		World History Association	2014
Studies.....	2014	American Educational Research	
American Association of Italian Studies	2014	Association.....	2014
American Theatre and Drama Society	2014	Labor and Working-Class History	
Central European History Society.....	2014	Association.....	2014
Central States Communication Association.....	2014	Paleontological Society	2014



CHARACTERISTICS *of*
EXCELLENCE
in HIGHER EDUCATION

REQUIREMENTS OF AFFILIATION AND STANDARDS FOR ACCREDITATION



Middle States Commission on Higher Education

JOINT EXHIBIT 55

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CHARACTERISTICS *of*
EXCELLENCE
in HIGHER EDUCATION

REQUIREMENTS OF AFFILIATION AND STANDARDS FOR ACCREDITATION

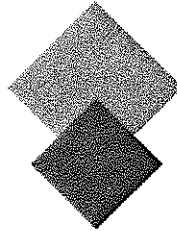


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Revised March 2011 to reflect the new distance education and correspondence education requirements of the Higher Education Opportunity Act of 2008.

Permission is granted to colleges and universities within the jurisdiction of the Middle States Commission on Higher Education to photocopy these standards for the purpose of institutional self-study and peer review. The text of these standards also may be downloaded from the Commission's website. Bound copies may be purchased through the publications order form, also available on the website.

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Introduction

An institution of higher education is a community dedicated to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society it serves. To support these goals, institutions of higher education within the Middle States region joined together in 1919 to form the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools, a professional association devoted to educational improvement through accreditation. Today's successor organization for higher education accreditation is the Middle States Commission on Higher Education.

Accreditation is the means of self-regulation and peer review adopted by the educational community. The accrediting process is intended to strengthen and sustain the quality and integrity of higher education, making it worthy of public confidence and minimizing the scope of external control. The extent to which each educational institution accepts and fulfills the responsibilities inherent in the process is a measure of its concern for freedom and quality in higher education and its commitment to striving for and achieving excellence in its endeavors.

Middle States' accreditation is an expression of confidence in an institution's mission and goals, its performance, and its resources. Based upon the results of institutional review by peers and colleagues assigned by the Commission, accreditation attests to the judgment of the Commission on Higher Education that an institution has met the following criteria:

- that it has a mission appropriate to higher education;
- that it is guided by well-defined and appropriate goals, including goals for student learning;
- that it has established conditions and procedures under which its mission and goals can be realized;
- that it assesses both institutional effectiveness and student learning outcomes, and uses the results for improvement;
- that it is accomplishing its mission and goals substantially;
- that it is organized, staffed, and supported so that it can be expected to continue to accomplish its mission and goals; and
- that it meets the Requirements of Affiliation and accreditation standards of the Middle States Commission on Higher Education.

Membership in the Middle States Association follows a period of candidacy lasting up to five years. The Middle States Commission on Higher Education reviews institutions periodically through either on-site evaluation or other reports. Accreditation is continued only as a result of periodic reviews and evaluations through assessments of institutional achievements.

Characteristics of Excellence is designed as a guide for those institutions considering application for membership, those accepted as candidate institutions, and those accredited institutions engaged in self-review and peer evaluation. In their self-review processes, institutions demonstrate how they meet these accreditation standards within the context of their own institutional mission and goals. No assurance is given or implied that every accredited institution manifests these characteristics and meets these standards in equal proportion. Accredited institutions are expected to demonstrate these standards in substantial measure, to conduct their activities in a manner consistent with the standards, and to engage in ongoing processes of self-review and improvement.

Characteristics of Excellence 2002

Among the principles that guided the development of these standards, three are particularly noteworthy. First, these standards place an emphasis on institutional assessment and assessment of student learning. Second, the standards acknowledge the diversity of educational delivery systems that enable institutions to meet accreditation standards. And third, in order to achieve appropriate specificity, the standards are clearly defined and illustrated, including examples of evidence that could substantiate an institution's achievement of the standards.

The emphasis on institutional and student learning assessment follows naturally from the Commission's long-standing commitment to outcomes assessment, as evidenced historically through its publications, workshops, and training programs. Nonetheless, the Commission is aware of the institutional effort and cultural change that the relative emphasis on assessment may require.

The Commission on Higher Education acknowledges that in order to meet these standards, institutions will be called upon to commit resources to the tasks of research and analysis, particularly as related to the assessment and improvement of teaching and learning.

These standards affirm that the individual mission and goals of each institution remain the context within which these accreditation standards are applied during self-study and evaluation. The standards emphasize functions rather than specific structures, recognizing that there are many different models for educational and operational excellence.

The particular way in which a standard is evidenced may vary, consistent with differences in institutional mission and purpose. In addition, some standards (particularly 12: General Education and 13: Related Educational Activities) may not apply fully or at all to some institutions. The standard on General Education, for example, might not be especially relevant for an institution that only offers graduate degree programs. Similarly, the "Related Educational Activities"

contained in Standard 13 are to be addressed only as they relate to individual institutions.

Although *Characteristics of Excellence* incorporates 14 individual standards, these standards should be viewed as an interrelated whole. The order is not intended to suggest relative importance or priority. The first seven standards address Institutional Context, and the second seven focus on Educational Effectiveness. Consistent with the intended emphasis on assessment, each of these two sections concludes with a related assessment standard (Standard 7: Institutional Assessment and Standard 14: Assessment of Student Learning). The effectiveness of an institution rests upon the contribution that each of the institution's programs and services makes toward achieving the goals of the institution as a whole. Standards 7 and 14 build upon the preceding standards, each of which includes periodic assessment of effectiveness or student learning as one of its fundamental elements.

Format and Application

To achieve clarity of presentation, the following format has been used for the 14 standards for accreditation:

Standard

The individual standard is expressed in one or two sentences. The standard is followed by narrative text, under the heading "Context," that addresses the topic of the standard, its context and values; provides guidance and definition; and builds a bridge to the Fundamental Elements. The narrative is not considered to be part of the actual standard.

Fundamental Elements

The Fundamental Elements are an explication of the standard, and, as such, they specify the particular characteristics or qualities that together constitute, comprise, and encompass the standard. Institutions and evaluators will use these elements, within the context of institutional mission, to demonstrate or determine compliance with the standard. Institutions will utilize the Fundamental Elements, along with the Standards, as a guide to their self-study processes.

The Fundamental Elements specified for each standard have an inherent relationship to each other, and collectively these elements constitute compliance. In light of this, neither the institution nor evaluators should use the Fundamental Elements as a simple checklist. Both the institution and evaluators must consider the totality that is created by these elements and any other relevant institutional information or analysis. Where an institution does not demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

Much of the evidence or analysis an institution will present to demonstrate that it meets the accreditation standards is clear and inherent within the Fundamental Elements themselves. Optional Analysis and Evidence, the final section of each standard, provides additional examples of documentation and analyses that might be carried out by an institution, relative to the particular accreditation standard.

Each institution will determine whether its self-study processes and report may be strengthened by incorporating some of these analyses and resources. The list is not comprehensive but is provided for use, as deemed appropriate, by the institution. It is not intended for independent utilization by the evaluation team, and institutions are not required to provide the information listed. Institutions should make reasonable choices regarding representative, useful sampling of evidence in any suggested category.

Relevant to each standard and its fundamental elements, institutions are encouraged to incorporate other types of assessment and analysis particular to their mission, goals, programs, and structures, including assessment documents prepared for other accrediting or regulatory agencies.

Interpreting and Applying the Standards

Judgment is important in applying *Characteristics of Excellence in Higher Education*. Although the 2002 revision was formatted so that each Standard is followed by separate sections for “Context,” “Fundamental Elements,” and “Optional Analysis and Evidence,” institutions and teams should remember to consider the spirit of the institution and the spirit of the accreditation standards as a whole, rather than applying these specific statements and “fundamental elements” piecemeal.

Institutions that elect the “selected topics” type of self-study demonstrate compliance with those standards or parts of standards not included in the Selected Topics self-study report through a separate review of documents prior to the team visit. Careful coordination is necessary to ensure that compliance is demonstrated either in the self study and visit, or in the documents reviewed in advance. (Please see Self-Study: Creating a Useful Process and Report for an explanation of the self-study models.)

If an institution has elected to organize its self-study process and report according to topics that it finds are most useful, rather than tracking the order of the accreditation standards, the team may choose to follow that organization in offering suggestions for improvement in the team report and may determine compliance with accreditation standards by using information diffused throughout the self-study document.

Whatever the type and organization of the self-study, compliance with each standard and with the standards as a whole will require interpretation by evaluators. For example:

- 1. Mission:** Each standard should be interpreted and applied in the context of the institution’s mission and situation.
- 2. Integrated Whole vs. Checklist:** Evaluators must consider the totality created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists.
- 3. “Context” Sections:** Not all parts of every statement in the Context sections will apply to every institution.
- 4. All Evidence:** Information gathered during team visits may be used to supplement or contradict information included in the self-study.
- 5. Common Sense:** Are the team’s conclusions consistent with each other, with the self-study, and with information gathered during the visit? Does its report reflect understanding of this particular institution and its goals?

Standards at a Glance

Institutional Context

Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3: Institutional Resources

The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Educational Effectiveness**Standard 8: Student Admissions and Retention**

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Requirements of Affiliation

To be eligible for Candidacy status, Initial Accreditation or Reaffirmation of Accreditation, an institution must demonstrate that it meets or continues to meet the following Requirements of Affiliation of the Commission on Higher Education. (All terminology is used as defined within the accreditation standards.) Once eligibility is established, institutions then must demonstrate that they meet the standards for accreditation.

1. The institution awards postsecondary degrees. Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.
2. The institution is able to provide written documentation that it is authorized to operate as an educational institution and award postsecondary degrees by an appropriate governmental organization within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions or regions in which it operates.

It should be noted that:

- Authorization to operate as a corporation is different from, and does not necessarily guarantee, authorization to offer postsecondary degrees. The latter is **required** for MSCHE accreditation.
- Government licensure requirements often differ significantly from Commission accreditation standards, and government licensure does not guarantee that an institution meets Commission standards.

3. The institution is operational, with students actively pursuing its degree programs. It will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.
4. The institution's representatives are able to communicate with the Commission in English, both orally and in writing.
5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.
6. The institution complies with applicable Commission interregional and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.

7. Institutional planning integrates plans for academic, personnel, information resources and technologies, learning resources, and financial development.
8. The institution has documented financial resources, funding base, and plans for financial development adequate to support its educational purposes and programs and to assure financial stability. The institution devotes a sufficient portion of its income to the support of its educational purposes and programs.
9. The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out. It is prepared to declare, in writing, that the institution will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations.
10. The institution has a core of faculty with sufficient responsibility to the institution to assure the continuity and coherence of the institution's programs.

Standards for Accreditation

Institutional Context

Standard 1

Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

Context

The mission, developed by broad representation from all sectors of the institution and formally ratified by its primary governing body, defines the institution, delineates the scope of the institution, explains the institution's character and individuality, and articulates values as appropriate. The institution's basic purposes and characteristics, such as research or community service, should be addressed within the statement of mission. The mission may be accompanied by related statements, such as a statement of institutional philosophy.

In addition to the mission, an effective institution has clearly articulated written statements of key institutional goals, which may be expressed within a statement of institutional vision or a separate document. Although institutions may use different terminology, the Commission on Higher Education interprets goals to define an endpoint or characteristic that might describe the institution.

Institutional goals:

- stem from the institution's mission;
- are developed with the involvement of the institution's community;
- are based on a review of existing goals and an analysis of internal and external forces affecting the institution; and

- provide a framework for ongoing institutional development and self-evaluation.

Institutional goals are ideally expressed as outcomes: how the institution, its constituents and members, and the community it is committed to serving, will be different as a result of its initiatives and undertakings. Educational goals should be stated in terms of the outcomes they seek to achieve (e.g., the academic and personal changes and/or competencies the institution seeks to foster in its students). Institutional goals are also best expressed in observable terms to ensure that they are capable of being evaluated through institutional assessment (see Standard 7: Institutional Assessment). Goals should be sufficiently flexible for the institution to be able to respond to internal and external opportunities and changes, including emerging academic disciplines, changes within disciplines, and the use of new instructional methods and technologies.

As stated in Standard 2, the institutional objectives or strategies are activities, initiatives, or undertakings that institutions might conduct in order to achieve a goal. The Commission expects that institutions will define the goal (the broader end point), as well as the objectives or strategies (the path to achieve the goal).

While an institution is expected to aspire to excellence, it also is expected to operate within realistic goals reflective of its mission and its financial, human, and physical resources. Moreover, mission and goals are most effective when they are part of an institution-wide effort to improve and integrate the activities and operations of all elements and aspects of the institution. As an institution continually evaluates itself and improves, it should continue to review its mission and keep it current.

Fundamental Elements of Mission and Goals

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- clearly defined mission and goals that:
 - guide faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes;
 - include support of scholarly and creative activity, at levels and of the kinds appropriate to the institution's purposes and character;
 - are developed through collaborative participation by those who facilitate or are otherwise responsible for institutional improvement and developments;
 - are periodically evaluated and formally approved;
 - are publicized and widely known by the institution's members;
- mission and goals that relate to external as well as internal contexts and constituencies;
- institutional goals that are consistent with mission; and

- goals that focus on student learning, other outcomes, and institutional improvement.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- evidence of written public statements to faculty, students, and other constituencies on the chief executive's vision for the institution;
- analysis of how institutional goals are applied at different levels within the institution and how the implementation of goals is coordinated;
- analysis of the processes used to develop goals and for the periodic review of mission and goals; or
- review of policies and processes used to disseminate mission and goals to new faculty, staff, students and members of the governing body and efforts intended to maintain awareness and commitment to that mission among continuing members of these groups.

Standard 2

Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Context

The willingness to seek improved approaches, determine the efficacy of something previously untried, test hypotheses, and resist complacency is a sign of institutional vigor. An accredited institution uses the results of planning and assessment to maintain, support, and improve its programs and services.

An effective institution is one in which growth, development, and change are the result of a thoughtful and rational process of self-examination and planning, and one in which such a process is an inherent part of ongoing activities. The nature and quality of planning are among the basic indicators of institutional strength. At its best, institutional planning stimulates imaginative and creative proposals and approaches for strengthening the institution.

All institutions face the continuous challenge of finding a balance among its own goals, the expectations of governments and other organizations to whom they are accountable, and available financial and other resources. At the same time that an institution strives to meet its stated purposes, it must remain flexible enough to respond to the dynamic environment in which it exists. Adequate planning processes, coupled with strategic thinking and clear mission statements, allow an institution to continue to meet its purposes while supporting the opportunity for change and renewal.

Institutional planning is a disciplined, coordinated, systematic, and sustained effort to achieve the institution's mission and goals through decisions and actions that shape and guide what the institution is, what it does, and why it does it, with a focus on the future. The planning process helps an institution to manage efficiently, maintain fiscal control, improve services and processes, and allocate resources effectively (i.e., assign the right resource to a particular project, ensure full utilization of the resource, and prioritize projects to eliminate conflicts on the use of resources).

The starting point for institutional planning, as discussed under Standard 1 (Mission and Goals), is the development of clearly articulated written statements of its key institutional goals, expressed in observable terms. As they develop goals, institutions should consider both internal and external forces affecting the institution, perhaps including trends and projections for enrollment, resources and funding, employer expectations, inflationary or recessionary pressures, and competition for faculty and students, among other factors.

The next step of institutional planning is the planning and implementation of intentionally designed objectives or strategies—programs, services, and initiatives—to achieve the mission and goals. While goals represent the institution's intended destination, objectives or strategies articulate the path to that destination; they are the steps or activities that lead to the achievement of institutional goals. An institution might, for example, have a goal of providing modern educational facilities for its students, and it will achieve this goal through several objectives or strategies, including completing a capital campaign and updating its facilities master plan. Another institution might have a goal of graduating a high proportion of the students it admits, and it might plan to achieve this goal through a number of objectives or strategies, including developing a first-year experience program and making academic advising more responsive to student needs. As with goals (see Standard 1: Mission and Goals), objectives or strategies are ideally expressed as observable outcomes and are sufficiently flexible for the institution to be able to respond to opportunities and changes.

Appropriate interrelationships among institutional, operational, and unit-level goals should be evident. Some goals may be shared across units, and some institutional goals may be syntheses of unit-level goals.

When developing goals and objectives at the institutional and unit-levels, quality is more important than quantity. A few well-conceived goals that address identified priorities will engage, unite, and inspire the institutional community, while a long "laundry list" of goals may cause the institutional community to lose focus and diffuse its energies. Likewise, the institution should be careful not to establish so many objectives or strategies (activities to achieve the goal) that its resources and energies are too diffuse to perform any one strategy or objective well. The process of honing many possible goals and the objectives or strategies to achieve them down to a few essential ones is valuable, as it generates critical discussions throughout the institutional community about institutional values and priorities.

The planning process is a coordinated effort that involves representatives of all affected parts of the institution who give a holistic consideration to all institutional goals. Concurrent with the development and implementation of objectives or strategies to achieve mission and goals is the intentional deployment of resources to achieve them, and thus the planning process also aims to promote coordination of resources, prioritization of goals based on resources available, and resolution of resource conflicts or insufficient resources.

Institutions often have a variety of plans, including not only an institutional (strategic) plan but also an academic plan, financial plan, enrollment plan, capital facilities master plan, and technology plan. At many institutions, effective institutional planning begins with the academic plan, which informs the

other plans, along with unit-level (campus, division, department, program, etc.) plans. All plans should be interrelated; if the enrollment plan, for example, calls for increased enrollment, the capital facilities master plan should ensure that institutional facilities can accommodate the increase in the student body. Academic planning often is facilitated by a process of academic program review, in which current academic programs are reviewed for their quality, demand, cost-effectiveness, and centrality to mission. The results of the review are then used to develop academic program plans.

As discussed under Standard 7 (Institutional Assessment), an effective planning process also includes assessment: a thorough review of relevant quantitative and qualitative information drawn from all segments of the institutional community. Its purposes are to determine if institutional and unit level mission and goals are being achieved, to understand why they have or have not been achieved, to evaluate whether institutional resources are being allocated and used in accordance with the priorities established by the institutional mission and goals, and to determine if the quality and quantity of resources allocated for the achievement of each institutional goal is appropriate. An assessment also is undertaken of the planning process itself to determine whether its purposes have been achieved.

As also discussed under Standard 7 (Institutional Assessment), the result of an effective planning process is institutional renewal. An assessment plan may thus be an important component of a collection of institutional plans both because it helps promote attention to the goals of the other plans and because the use of assessment results to inform the other plans ensures that disappointing outcomes are appropriately addressed. The Commission expects a thorough review of assessment information to lead to either confirmation of current goals, plans, and programs and services, or the appropriate modification of them to reflect the changing needs of the institution and its community. Institutional renewal involves the entire community and cannot be addressed in isolation.

Fundamental Elements of Planning, Resource Allocation, and Institutional Renewal

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- goals and objectives or strategies, both institution-wide and for individual units that are clearly stated, reflect conclusions drawn from assessment results, are linked to mission and goal achievement, and are used for planning and resource allocation at the institutional and unit levels;
- planning and improvement processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results;
- well defined decision-making processes and authority that facilitates planning and renewal;

- the assignment of responsibility for improvements and assurance of accountability;
- a record of institutional and unit improvement efforts and their results; and
- periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- evidence that planning processes are continuous and systematic;
- analysis of the institutional culture for planning, including:
 - faculty and administrators' understanding of their roles in the planning process;
 - campus-wide efforts to encourage, recognize, and value efforts to engage in planning and institutional renewal;
- analysis of the quality and usefulness of institutional support for planning efforts, including the quality and usefulness of any of the following that may be developed to promote and guide planning activities:
 - written statements of expectations for goals, and plans, and the process for planned institutional change;
 - policies and governance structures to support institutional planning;
 - administrative support for planning activities;
 - professional development opportunities and resources for faculty and staff to learn about planning;
- analysis of the degree to which academic planning stems from academic program review and drives the development of other functional plans (financial, enrollment, facilities, technology) and unit-level plans;
- evidence of program review used to change and improve educational programs, consistent with institutional values, purpose, and goals [included also under Optional Analysis and Evidence in Standard 11: Educational Offerings];

- evidence of environmental scans and other processes in place for evaluating the economic, political, and social climate in which the institution operates and expects to operate;
- review of resource allocation procedures and their relationship to planning, mission, goals, and objectives [included also under Standard 3 Optional Analyses];
- assessment of the work of institutional committees, including the governing body, responsible for planning, assessment, and budget activities [Included also under Optional Analyses in Standard 3];
- review of external affiliations and partnerships and of their impact on the climate in which the institution operates;
- evidence of renewal strategies, rationales for changes made, and anticipated impact [Included also under Optional Analyses in Standard 7];
- assessment of resources utilized for institutional improvement;
- analysis of best practice models and benchmarks applied to improvement efforts; or
- evidence of quality improvement activities.

Standard 3

Institutional Resources

The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Context

The effective use of institutional resources, internal and external, is crucial to institutional performance. While for some institutions, a significant portion of available resources is generated and monitored at the system level, institutional management of resource acquisition and utilization significantly contributes to the effectiveness of planning, goals achievement, mission success, and institutional integrity. Institutional support resources including financial, facilities, equipment and supplies, technology, research and instructional support and staffing, and other assets should be an integral and proportional part of all institutional planning, allocation, and assessment activities.

The allocation of resources among programs, units, and individuals is an indicator of institutional priorities. Thus, the decision-making process for allocating assets should be connected to the institutional planning process; and the plan itself should provide a method for thoroughly reviewing, analyzing and monitoring all institutional support. Measures of efficiency and effectiveness, supported by quantitative and/or qualitative analyses related to mission and goals, may prove useful in the planning process. These measures may be among the significant types of information to be reported, at the system or institutional level as appropriate, in initial and continuing self-assessment and peer review for accreditation.

The efficient and effective use of institutional resources requires sound financial planning linked to institutional goals and strategies. These goals and strategies that support the institution's mission and require continual assessment of financial performance against the financial plan. The institution should demonstrate through an analysis of financial data and its financial plan that it has sufficient financial resources and a financial plan to carry out its mission and execute its plans, and if necessary, a realistic plan to implement corrective action to strengthen the institution financially within an acceptable time period.

Institutions should be prepared to provide financial data for the two most recently completed fiscal years and a financial plan covering at least two additional years. A typical financial plan will include a forecast of revenues, expenses, and investment income, and where available, a statement of financial position at the end of the fiscal year. For publicly traded institutions and their affiliates, this includes public filings.

Fundamental Elements of Institutional Resources

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- strategies to measure and assess the level of, and efficient utilization of, institutional resources required to support the institution's mission and goals;
- rational and consistent policies and procedures in place to determine allocation of assets;
- an allocation approach that ensures adequate faculty, staff, and administration to support the institution's mission and outcomes expectations;
- a financial planning and budgeting process aligned with the institution's mission, goals, and plan that provides for an annual budget and multi-year budget projections, both institution-wide and among departments; utilizes planning and assessment documents; and addresses resource acquisition and allocation for the institution and any subsidiary, affiliated, or contracted educational organizations as well as for institutional systems as appropriate;
- a comprehensive infrastructure or facilities master plan and facilities/infrastructure life-cycle management plan, as appropriate to mission, and evidence of implementation;
- recognition in the comprehensive plan that facilities, such as learning resources fundamental to all educational and research programs and the library, are adequately supported and staffed to accomplish the institution's objectives for student learning, both on campuses and at a distance;
- an educational and other equipment acquisition and replacement process and plan, including provision for current and future technology, as appropriate to the educational programs and support services, and evidence of implementation;
- adequate institutional controls to deal with financial, administrative and auxiliary operations, and rational and consistent policies and procedures in place to determine allocation of assets;
- an annual independent audit confirming financial responsibility, with evidence of follow-up on any concerns cited in the audit's accompanying management letter; and

- periodic assessment of the effective and efficient use of institutional resources.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- evidence of cooperative agreements for inter-institutional collaboration and resource sharing; analyses of any resulting efficiencies and impact on student achievement of academic goals;
- analysis of environmental scan data and other information the institution has gathered regarding its external environment, and the implications for developing linkages with other institutions, businesses, and other organizations rather than duplicating programs or services;
- evidence demonstrating the systemic approach that the institution utilizes to improve efficiency, contain costs, re-direct resources and develop new revenue streams to support the institution's mission and goals;
- review of institutional fund raising and grant activities;
- review of plans and policies for endowment management to ensure consistency with the institution's financial resources, goals, and objectives and summaries of endowment performance;
- review of financial statements for affiliated organizations;
- review of comprehensive institution resource acquisition, planning, assessment, and budget reports;
- assessment of the work of institutional committees, including the governing body, responsible for planning, assessment, and budget activities [Included also under Optional Analyses in Standard 2];
- review of resource allocation procedures and their relationship to planning, mission, goals, and objectives [Included also under Optional Analyses in Standard 2];
- evidence of new or adapted strategies to enhance institutional support; or assessment of the work of institutional committees – including the governing body, finance, or audit committees – responsible for planning, assessment, and budget activities [Included also under Optional Analyses in Standard 2].

Standard 4

Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Context

The primary goal of governance is to enable an educational entity to realize fully its stated mission and goals and to achieve these in the most effective and efficient manner that benefits the institution and its students. Institutional governance provides the means through which authority and responsibility are assigned, delegated, and shared in a climate of mutual support and respect.

The Commission on Higher Education expects a climate of shared collegial governance in which all constituencies (such as faculty, administration, staff, students and governing board members, as determined by each institution) involved in carrying out the institution's mission and goals participate in the governance function in a manner appropriate to that institution. Institutions should seek to create a governance environment in which issues concerning mission, vision, program planning, resource allocation and others, as appropriate, can be discussed openly by those who are responsible for each activity. Within any system of shared governance, each major constituency must carry out its separate but complementary roles and responsibilities. Each must contribute to an appropriate degree so that decision-makers and goal-setters consider information from all relevant constituencies. While reflecting institutional mission, perspective, and culture, collegial governance structures should acknowledge also the need for timely decision-making.

The governance structure should provide for a governing body with sufficient independence and expertise to assure the academic integrity of the institution and for a chief executive officer, appointed by the governing body, whose primary responsibility is to lead the institution toward the achievement of its goals.

In some institutions such as corporate universities or subsidiaries or divisions of larger institutions, the term governing body may include a separate governing board and a fiduciary board. Whatever the title—board, directors, trustees, governors, or regents—the governing body is ultimately accountable for the

academic quality, fiscal and academic integrity, academic planning, assets, and financial health of the institution. It should review institutional assessment results and participate in institutional planning. However, it should not manage, micro manage, or interfere in the day-to-day operation of the institution. Always the advocate, and when necessary, the defender of the institution, the governing body is responsible for the institution's integrity and quality.

It is often the role of the governing body to oversee at the policy level the quality of teaching and learning, to approve degree programs and the awarding of degrees, to establish personnel policies and procedures (including salary schedules), to conduct or to direct the conduct of collective bargaining agreements where appropriate, to encourage research, and to approve policies and by-laws. If so provided in its structure, the governing body also may confirm appointments of leading academic and administrative officers.

In financial affairs, the members of the governing body should confine themselves, as they do in academic matters, to a basic policy-making role, ensuring strong financial management by holding the chief executive officer responsible and accountable for internal operation. The governing body is responsible for the financial integrity of the accredited entity. The governing body, through the chief executive officer, receives periodic reports of institutional committees and campus constituencies and, when not a system matter, receives reports from auditors. The chief executive officer and the governing body should seek opportunities to stabilize and control costs, as well as opportunities to advocate actively for external support. The members of the governing body also should assist in generating resources needed to sustain and improve the institution, as appropriate.

Governing body members, regardless of how appointed, have primary responsibility to the accredited institution and should not allow political or other influences to interfere with governing body duties. Consistent with institutional mission and sponsorship, members should represent different points of view, interests, and experiences as well as diversity in characteristics such as age, race, ethnicity, and gender. Governing body composition should attempt to reflect student body profiles.

Members of the governing body act with authority only as a collective entity. Governing body members of higher education institutions normally have no financial interest in the institution. In cases where financial interests may exist, such as remuneration of board members or contractual relationships, the members of the governing body should be able to demonstrate that those interests do not outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. Although higher education institutions rarely provide remuneration for governing body service, reasonable compensation may be appropriate, for example, when responsibilities are particularly time-consuming, when legal requirements make service unusually demanding, or when compensation is needed to ensure a level of governing body expertise. Such compensation should be based on the functions required and performed and on the skill and experience of members of the governing body.

While the general description of the role of the governing body applies best to a free-standing institution, many institutions have different governance structures that depart in specific ways from this model. Examples of such institutions include individual units within a system, public institutions whose governing bodies' decisions are subject to review by a higher-level board or administrative agency, religious institutions whose governing bodies are obliged to follow direction provided by a sponsoring religious organization, some proprietary institutions, and educational units of organizations whose primary business is not education and whose leaders are responsible to corporate boards. In all of these circumstances, the roles and powers of the governing body and of any higher or other related authorities should be explicitly stated in the institution's charter, articles of incorporation, enabling statute, by-laws, or other documents.

In a multiple-unit system, the governing body should clearly establish relationships and carefully balance the interests of the units with those of the total system. This may be done through a variety of structures including local representation on the system board or through local advisory councils that address unit issues.

The governing body of a proprietary institution is the legally constituted body that serves the public interest by seeing that the institution clearly states and fulfills its announced mission and goals and by ensuring its continuity and fiscal and academic integrity.

A manifestation of a governing body's responsibility is its willingness to assess its own effectiveness periodically. Additionally, the governing body should orient new group members to the mission, organization, and academic environment of the institution to assure that all members understand their role in the governance structure.

One of the major responsibilities of the governing body is to select, determine compensation for, and evaluate the chief executive officer and, in some cases, other major members of the executive management structure charged with the operations of the institution. The governing body also has responsibility to plan appropriately for transitions in institutional leadership. There are multiple models of selecting a chief executive officer, some of which may allow for the participation of faculty or other major constituencies. It is the governing body's responsibility to ensure that the selection process is established, published, and followed.

Once this selection has taken place and the individual has been installed, the governing body is expected to support the chief executive officer in the conduct of the duties necessary to fulfill the mission of the institution through the executive officer's oversight of faculty, administration, and staff. In a similar fashion, the governing body should assist the executive officers by helping them resist pressures from individuals or groups outside the established governance structure of the institution that threaten to impede the fulfillment of institutional mission and goals.

Fundamental Elements of Leadership and Governance

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- a well-defined system of collegial governance including written policies outlining governance responsibilities of administration and faculty and readily available to the campus community;
- written governing documents, such as a constitution, by-laws, enabling legislation, charter or other similar documents, that:
 - delineate the governance structure and provide for collegial governance, and the structure's composition, duties and responsibilities. In proprietary, corporate and similar types of institutions, a separate document may establish the duties and responsibilities of the governing body as well as the selection process;
 - assign authority and accountability for policy development and decision making, including a process for the involvement of appropriate institutional constituencies in policy development and decision making;
 - provide for the selection process for governing body members;
- appropriate opportunity for student input regarding decisions that affect them;
- a governing body capable of reflecting constituent and public interest and of an appropriate size to fulfill all its responsibilities, and which includes members with sufficient expertise to assure that the body's fiduciary responsibilities can be fulfilled;
- a governing body not chaired by the chief executive officer;
- a governing body that certifies to the Commission that the institution is in compliance with the Requirements of Affiliation, accreditation standards and policies of the Commission; describes itself in identical terms to all its accrediting and regulatory agencies; communicates any changes in its accredited status; and agrees to disclose information required by the Commission to carry out its accrediting responsibilities, including levels of governing body compensation, if any;
- a conflict of interest policy for the governing body (and fiduciary body members, if such a body exists), which addresses matters such as remuneration, contractual relationships, employment, family, financial or other interests that could pose conflicts of interest, and that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution;
- a governing body that assists in generating resources needed to sustain and improve the institution;

- a process for orienting new members and providing continuing updates for current members of the governing body on the institution's mission, organization, and academic programs and objectives;
- a procedure in place for the periodic objective assessment of the governing body in meeting stated governing body objectives;
- a chief executive officer, appointed by the governing board, with primary responsibility to the institution; and
- periodic assessment of the effectiveness of institutional leadership and governance.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- review of written policies, and evidence of implementation, that describe the processes for involvement of the governing body, administration, and faculty in policy development and decision making, specifically with respect to selection and evaluation of the chief executive officer or those in charge of operational/executive responsibilities; budgeting and resource development; oversight of the academic program; consultation regarding faculty hiring, dismissal, promotion and tenure; and monitoring operations of the institution;
- review of written policies regarding situations defined by the institution as conflicts of interest, such as the presence of paid staff on the governing body;
- review of handbooks for members of the governing body, administrators, faculty members and other employees to ensure that they provide adequate information regarding job descriptions and role and responsibilities in governance;
- evidence and plans for governing body orientation and self-assessment;
- assessment of written records of external specialists invited to the institution for consultation on planning and self-assessment issues;
- review of written records to assess the carrying out of responsibilities by the governing body and its committees consistent with the institutional mission and its definition of appropriate participation by internal institutional bodies, evidence of faculty council/senate or similar body deliberation and recommendations on matters such as the development

- of curriculum, standards for admission and graduation, and personnel actions such as hiring, promotion, dismissal and tenure of faculty;
- evidence that there is student representation appropriate to the governance structure selected by the institution for student participation;
 - evidence that meetings of internal bodies, such as the faculty senate, are conducted to update them on mission, resources management, and academic issues; or
 - if applicable, review of union contracts indicating negotiated role of faculty in curriculum, hiring of faculty, promotion, and tenure.

Standard 5

Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Context

An institution, regardless of its organization and the competence of its individual members, cannot function successfully unless it is properly administered and staffed. The administration should be organized with clearly defined roles and responsibilities and should have a thorough understanding of institutional mission, goals, and objectives.

The administrative structure typically includes a chief executive officer and other administrators such as a chief academic officer and a chief financial officer. As an administrative structure they collectively participate in guiding the institution to achieve its goals. As individuals, each provides oversight for the various administrative services of the institution, which may include academic programs, finance and operations, student services, research and planning, instructional technology, public relations and others. In some institutions, the chief executive officer and other members of the executive structure also may have responsibility for fundraising activities.

The chief executive officer reports to the governing body and is responsible for providing institutional vision and leadership. An educational institution's chief executive should have appropriate professional characteristics suitable to the mission of the organization. The CEO's leadership responsibilities include developing and implementing institutional plans, staffing the organization, locating and allocating resources and financial support, and directing the institution toward attaining its goals and objectives as set forth in its mission.

Administrators share responsibility for ensuring that institutional plans and activities are carried out and, therefore, should be qualified to provide effective leadership and efficient management consonant with the institution's goals, objectives, size, and complexity. Administrators should have the skills, time, assistance, technology, and information systems necessary to enable them to discharge their duties effectively. Consistent with the institution's mission, administration selection processes should give appropriate consideration to diversity in areas such as age, race, ethnicity, and gender. The administrative staff should work effectively as a team and work cooperatively with other constituencies of the institution.

Assignments of multiple functions to one individual or the assignment of administrative work (with or without compensation) to faculty members may be appropriate, but such practices should be reviewed periodically. Systematic procedures for evaluating administrative units and opportunities for the professional renewal of personnel should be established.

Administrators need close enough contact with current operations and faculty thinking to be effective in assisting the faculty and advancing the institution's goals and objectives. Administrators also need contact with students sufficient to understand their concerns and perspectives.

Fundamental Elements of Administration

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- a chief executive whose primary responsibility is to lead the institution toward the achievement of its goals and with responsibility for administration of the institution;
- a chief executive with the combination of academic background, professional training, and/or other qualities appropriate to an institution of higher education and the institution's mission;
- administrative leaders with appropriate skills, degrees and training to carry out their responsibilities and functions;
- qualified staffing appropriate to the goals, type, size, and complexity of the institution;
- adequate information and decision-making systems to support the work of administrative leaders;
- clear documentation of the lines of organization and authority; and
- periodic assessment of the effectiveness of administrative structures and services.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- review of the sufficiency and effectiveness of directors, supervisors and administrators to carry out the functions of the institution;
- review of the adequacy of clerical, technological, and other support for administrative personnel;
- a review of the organizational structure and charts clearly indicating reporting/responsibility relationships to ensure that it is appropriately structured, and analysis of the structure's efficiency and effectiveness; or
- assessments of staff attitudes and satisfaction and staff development programs, with recommendations for improvement as appropriate.

Standard 6

Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Context

Integrity is a central, indispensable and defining hallmark of effective higher education institutions, and it can manifest itself through the institution's conduct within each of the other standards. An institution may demonstrate integrity through the manner in which it specifies its goals, selects and retains its faculty, admits students, establishes curricula, determines programs of research, pursues its fields of service, demonstrates sensitivity to equity and diversity issues, allocates its resources, serves the public interest, and provides for the success of its students. Political interference in the affairs of an educational institution may threaten its freedom and effectiveness.

In all its activities, whether internal or external, an institution should keep its promises, honor its contracts and commitments, and represent itself truthfully. The same adherence to ethical standards and conduct should extend equally to all members of the institution, whether they are part of the institution through distance education programs, subsidiaries, or other arrangements. Institutions should adhere to such integrity in all institutional settings, venues, and activities.

Academic freedom, intellectual freedom and freedom of expression are central to the academic enterprise. These special privileges, characteristic of the academic environment, should be extended to all members of the institution's community (i.e. full-time faculty, adjunct, visiting or part time faculty, staff, students instructed on the campus, and those students associated with the institution via distance education programs).

Academic and intellectual freedom gives one the right and obligation as a scholar to examine data and to question assumptions. It also obliges instructors to present all information objectively because it asserts the student's right to know all pertinent facts and information. A particular point of view may be advanced, based upon complete access to the facts or opinions that underlie the argument, as long as the right to further inquiry and consideration remains unabridged.

To restrict the availability or to limit unreasonably the presentation of data or opinions is to deny academic freedom. The effective institution addresses diversity of opinion with openness and balance.

Intellectual freedom does not rule out commitment; rather it makes it possible. Freedom does not require neutrality on the part of individuals or educational institutions, or toward the value systems that may guide them. Institutions may hold particular political, social, or religious philosophies, as may individual faculty members or students; but both individuals and institutions should remain intellectually free and allow others the same freedom to pursue truth.

Educational institutions should exemplify within their own working environment those qualities that they endeavor to impart to their students. These include justice, equity, and respect for diversity and human dignity. Institutions whose charters and policies require adherence to specific beliefs or codes of conduct for faculty, staff, or students should provide prior notice of these requirements. The institution should state clearly the conditions of employment or study.

The basis of accreditation is self-reporting and peer-review. It is, therefore, essential that the relationship between the Middle States Commission on Higher Education and member institutions is one of trust and confidence. All changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes should be disclosed accurately and in a timely fashion to the accrediting association. Conversely, the accrediting association does not dictate the mission and goals of member institutions.

There will be times when issues of privacy require strict confidentiality. However, when possible and appropriate, the effective institution makes public factual information to those individuals and groups, including the Middle States Commission on Higher Education, which would have a legitimate interest in the operations and achievements of the institution.

Fundamental Elements of Integrity

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- fair and impartial processes, published and widely available, to address student grievances, such as alleged violations of institutional policies. The institution assures that student grievances are addressed promptly, appropriately, and equitably;
- fair and impartial practices in the hiring, evaluation and dismissal of employees;
- sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practice, including the avoidance of conflict of interest or the appearance of such conflict in all its activities and among all its constituents;
- equitable and appropriately consistent treatment of constituencies, as evident in such areas as the application of academic requirements and policies, student discipline, student evaluation, grievance procedures,

faculty promotion, tenure, retention and compensation, administrative review, curricular improvement, and institutional governance and management;

- a climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom;
- an institutional commitment to principles of protecting intellectual property rights;
- a climate that fosters respect among students, faculty, staff, and administration for the range of diverse backgrounds, ideas, and perspectives;
- honesty and truthfulness in public relations announcements, advertisements, and recruiting and admissions materials and practices;
- required and elective courses that are sufficiently available to allow students to graduate within the published program length;
- reasonable, continuing student access to paper or electronic catalogs;
- when catalogs are available only electronically, the institution's web page provides a guide or index to catalog information for each catalog available electronically;
- when catalogs are available only electronically, the institution archives copies of the catalogs as sections or policies are updated;
- changes and issues affecting institutional mission, goals, sites, programs, operations, and other material changes are disclosed accurately and in a timely manner to the institution's community, to the Middle States Commission on Higher Education, and to any other appropriate regulatory bodies;
- availability of factual information about the institution, such as the Middle States Commission on Higher Education annual data reporting, the self-study or periodic review report, the team report, and the Commission's action, accurately reported and made publicly available to the institution's community;
- information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered;
- institutional information provided in a manner that ensures student and public access, such as print, electronic, or video presentation;
- fulfillment of all applicable standards and reporting and other requirements of the Commission; and
- periodic assessment of the integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate

evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- review of policies governing news releases and public announcements describing the institution or explaining its position on various issues;
- review and analysis of policies and their consistent application regarding the recording of grades on transcripts and regarding re-take exams;
- review and analysis of policies and their consistent application regarding deadlines for add, drop, and withdrawal from courses or programs;
- analysis of the rigor of academic programs including the use of take-home and open book exams or the use of exams that do not require application of skills, knowledge, or competencies gained through participation in the course or program;
- analysis of the application of institutional policies governing conflict of interest;
- review of promotion and tenure statistics;
- review of student grievance and disciplinary policies and procedures, as well as resulting actions or outcomes; or
- evidence that faculty and staff handbooks describe promotion, compensation, tenure, and grievance procedures, and an analysis of outcomes of these activities.

Standard 7

Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Context

Assessment may be characterized as the third element of a four-step planning-assessment cycle:

1. Developing clearly articulated written statements, expressed in observable terms, of key institutional and unit-level goals that are based on the involvement of the institutional community, as discussed under Standard 1 (Mission and Goals);
2. Designing intentional objectives or strategies to achieve those goals, as discussed under Standard 2 (Planning, Resource Allocation, and Institutional Renewal);
3. Assessing achievement of those key goals; and
4. Using the results of those assessments to improve programs and services, as discussed under Standard 2 (Planning, Resource Allocation, and Institutional Renewal), with appropriate links to the institution's ongoing planning and resource allocation processes.

The effectiveness of an institution rests upon the contribution that each of the institution's programs and services makes toward achieving the goals of the institution as a whole. This standard on institutional assessment thus builds upon all other accreditation standards, each of which includes periodic assessment of effectiveness as one of its fundamental elements. This standard ties together those assessments into an integrated whole to answer the question, "As an institutional community, how well are we collectively doing what we say we are doing?" and, in particular, "How do we support student learning, a fundamental aspect of institutional effectiveness?" Because student learning is a fundamental component of the mission of most institutions of higher education, the assessment of student learning is an essential component of the assessment of institutional effectiveness and is the focus of Standard 14 (Assessment of Student Learning). Self-studies can thus document compliance with Standard 7 by summarizing the assessments of each accreditation standard into conclusions about the institution's overall achievement of its key goals.

The fundamental question asked in the accreditation process is, "Is the institution fulfilling its mission and achieving its goals?" This is precisely the question that assessment is designed to answer, making assessment essential to the accreditation process. Assessment processes help to ensure the following:

- Institutional and program-level goals are clear to the public, students, faculty, and staff;
- Institutional programs and resources are organized and coordinated to achieve institutional and program-level goals;
- The institution is indeed achieving its mission and goals; and
- The institution is using assessment results to improve student learning and otherwise advance the institution.

While the Commission expects institutions to assess institutional effectiveness, it does not prescribe a specific approach or methodology. The institution is responsible for determining its expected goals and the objectives or strategies for achieving them at each level (institutional and unit), assessment approaches and methodologies, sequence, and time frame. These may vary, based on the mission, goals, organization, and resources of the institution. Whatever the approach, effective assessment processes are useful, cost-effective, reasonably accurate and truthful, carefully planned, and organized, systematic, and sustained.

Useful assessment processes help faculty and staff make appropriate decisions about improving programs and services, developing goals and plans, and making resource allocations. To assist with interpretation and use of assessment results, assessment measures and indicators have defined minimally acceptable performance targets. Because institutions, their students, and their environments are continually evolving, effective assessments cannot be static; they must be reviewed periodically and adapted in order to remain useful.

Cost-effective assessment processes yield dividends that justify the institution's investment in them, particularly in terms of faculty and staff time. To this end, institutions may begin by considering assessment measures, indicators, "flags," and "scorecards" already in place, such as retention, graduation, transfer, and placement rates, financial ratios, and surveys. New or refined measures may then be added for those goals and objectives for which evidence of achievement is not already available, concentrating on the institution's most important goals. Effective assessments are simple rather than elaborate and may focus on just a few key goals in each program, unit, and curriculum.

Reasonably-accurate and truthful assessment processes yield results that can be used with confidence to make appropriate decisions. Because there is no one perfectly accurate assessment tool or strategy, institutions should use multiple kinds of measures to assess goal achievement. Assessments may be quantitative and/or qualitative and developed locally or by an external organization. All assessment tools and strategies should clearly relate to the goals they are assessing and should be developed with care; they should not be merely anecdotal information nor collections of information that happen to be on hand. Strategies to assess student learning should include direct – clear,

visible, and convincing – evidence, rather than solely indirect evidence of student learning such as surveys and focus groups.

Planned assessment processes that purposefully correspond to institutional goals that they are intended to assess promote attention to those goals and ensure that disappointing outcomes are appropriately addressed. Institutions often have a variety of plans, such as a strategic plan, academic plan, financial plan, enrollment plan, capital facilities master plan, and technology plan. Just as such plans should be interrelated to ensure that they work synergistically to advance the institution, assessments should also be interrelated. At many institutions, effective institutional planning begins with academic planning, which in turn drives the other plans. If the academic plan calls for a new academic program, for example, the technology plan should ensure faculty and students in the new program will be able to use appropriate instructional technologies. Assessments of the technology plan should evaluate not just whether instructional technologies have been put in place but also how effectively those technologies have helped students to achieve the program's key learning outcomes.

Organized, systematized, and sustained assessment processes are ongoing, not once-and-done. There should be clear interrelationships among institutional goals, program- and unit-level goals, and course-level goals. Assessments should relate clearly to important goals, and improvements should clearly stem from assessment results.

As noted earlier, because student learning is a fundamental component of the mission of most institutions of higher education, the assessment of student learning is an essential component of the assessment of institutional effectiveness. An institution may therefore create institutional effectiveness documentation that includes a component on assessing student learning (see Standard 14: Assessment of Student Learning), or it may create a bridge between two separate sets of documentation, one for the assessment of student learning and one for other aspects of institutional effectiveness.

A commitment to the assessment of institutional effectiveness requires a parallel commitment to ensuring its use. Assessment information, derived in a manner appropriate to the institution and to its desired outcomes, should be available to and used by those who develop institutional goals and carry out strategies to achieve them. As discussed under Standard 2 (Planning, Resource Allocation, and Institutional Renewal), an accredited institution uses the results of assessment for institutional renewal: to maintain, support, and improve its programs and services. Assessment information should be used as a basis for assessing the institution's effectiveness in achieving its stated goals, for monitoring and improving the environment for student learning, and for enhancing overall student success; to these ends, it should be linked to the institution's ongoing planning and resource allocation processes.

Assessment results also should be used to evaluate the assessment process itself, leading to modifications that improve its relevance and effectiveness.

Fundamental Elements of Institutional Assessment

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria:
 - a foundation in the institution's mission and clearly articulated institutional, unit-level, and program-level goals that encompass all programs, services, and initiatives and are appropriately integrated with one another (see Standards 1: Mission and Goals and 2: Planning, Resource Allocation, and Institutional Renewal);
 - systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that:
 - maximize the use of existing data and information;
 - clearly and purposefully relate to the goals they are assessing;
 - are of sufficient quality that results can be used with confidence to inform decisions;
 - support and collaboration of faculty and administration in assessing student learning and responding to assessment results;
 - clear realistic guidelines and a timetable, supported by appropriate investment of institutional resources;
 - sufficient simplicity, practicality, detail, and ownership to be sustainable;
 - periodic evaluation of the effectiveness and comprehensiveness of the institution's assessment process;
- evidence that assessment results are shared and discussed with appropriate constituents and used in institutional planning, resource allocation, and renewal (see Standard 2: Planning, Resource Allocation, and Institutional Renewal) to improve and gain efficiencies in programs, services and processes, including activities specific to the institution's mission (e.g., service, outreach, research); and
- written institutional (strategic) plan(s) that reflect(s) consideration of assessment results.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- analysis of the institutional culture for assessing institutional effectiveness, including:
 - the views of faculty and administrators on assessment;
 - faculty and administrators' understanding of their roles in assessing institutional effectiveness;
 - campus-wide efforts to encourage, recognize, and value efforts to assess institutional effectiveness and to improve programs and services;
- analysis of the quality and usefulness of institutional support for assessment efforts, including the quality and usefulness of:
 - written statements of expectations for assessment work;
 - policies and governance structures to support institutional assessment;
 - administrative, technical, and financial support for institutional assessment activities;
 - professional development opportunities and resources for faculty and staff to learn how to assess institutional effectiveness and how to use the results;
- clear, appropriate criteria for determining whether key institutional goals and objectives have been achieved;
- analysis of whether the institution has sufficient, convincing, written evidence that it is achieving its mission and its key institutional goals;
- analysis of results of surveys of students and other relevant groups;
- review of evaluations of special, mission driven programs or projects, with recommendations for improvement, and evidence of action based on recommendations;
- evidence that institutional assessment findings are used to:
 - improve student success;
 - review and improve programs and services;
 - plan, conduct, and support professional development activities;
 - assist in planning and budgeting for the provision of programs and services;
 - support decisions about strategic goals, plans, and resource allocation;

- inform appropriate constituents about the institution and its programs;
- evidence of renewal strategies, made in response to assessment results [included also under Standard 2 Optional Analyses]; or
- analysis of evidence that renewal strategies made in response to assessment results have had the desired effect in improving programs, services, and initiatives.

Educational Effectiveness

Standard 8

Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Context

The student is the primary beneficiary of an institution's educational mission, and the success of an institution or program is best measured by the success of its students during and after their enrollment in an institution's programs. Every institution's admission practices should ensure that students have a reasonable opportunity for success in meeting their educational goals, including transfer, graduate, part-time, adult, and non-degree students, and all others matriculating at the institution. In some institutions, additional support services may be required in order to ensure the retention and success of its students.

The criteria used to assess the congruence among recruitment, admission, retention and academic success may vary depending on institutional goals and structure and on student needs and educational objectives. Therefore an enrollment management plan for recruitment, retention, marketing, and advertising may assist institutions in ensuring congruence among its efforts. For all institutions, however, admissions criteria and practices are important elements in promoting student retention and success. Analysis of student persistence and attrition data should inform the periodic review of admissions criteria and policies.

Fundamental Elements of Student Admissions

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- admissions policies, developed and implemented, that support and reflect the mission of the institution;
- admissions policies and criteria available to assist the prospective student in making informed decisions;

- programs and services to ensure that admitted students who marginally meet or do not meet the institution's qualifications achieve expected learning goals and higher education outcomes at appropriate points;
- accurate and comprehensive information regarding academic programs, including any required placement or diagnostic testing;
- statements of expected student learning outcomes and information on institution-wide assessment results, as appropriate to the program offered, available to prospective students;
- accurate and comprehensive information, and advice where appropriate, regarding financial aid, scholarships, grants, loans, and refunds;
- published and implemented policies and procedures regarding transfer credit and credit for extra-institutional college level learning that state the criteria established by the institution regarding transfer of credit; and
- ongoing assessment of student success, including but not necessarily limited to retention, that evaluates the match between the attributes of admitted students and the institution's mission and programs, and reflects its findings in its admissions, remediation, and other related policies.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- review of the enrollment management plan for recruitment, retention, marketing, and advertising;
- evidence of the periodic review of admissions catalogs, viewbooks, web sites, recruiting and other relevant materials for accuracy and effectiveness;
- evidence that support programs and services for low-achieving students are effective in helping students to persist and to achieve learning goals and higher education outcomes;
- review of procedures that guide the admissions program and policies or guidelines regarding the type of information the institution makes known to potential students and the general public;
- evidence of periodic review of the accuracy and effectiveness of financial aid information, scholarship material, and academic advising materials;

- evidence of the utilization of information appropriate to the review of financial aid practices, to reflect whether practices adequately support admission and retention efforts;
- evidence of the utilization of information appropriate to the review of student retention, persistence, and attrition, to reflect whether these are consistent with student and institutional expectations (also under Optional Analysis in Standard 14); or
- evidence of the utilization of attrition information to ascertain characteristics of students who withdraw prior to attaining their educational objectives and, as appropriate, implementation of strategies to improve retention (also under Optional Analysis in Standard 14).

Standard 9

Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Context

The support of students toward their educational goals usually requires a well-organized and appropriate program of student services, complemented by good staff leadership and broad-based institutional commitment. Within the scope of the institutional mission, student services can reinforce and extend the college's influence beyond the classroom. These services promote the comprehensive development of the student, and they become an integral part of the educational process, helping to strengthen learning outcomes. Appropriate and comparable student services should support the learning of all students in the context of the institution's mission and chosen educational delivery system. Similarly, the institution should clearly convey to students their roles and responsibilities as partners in the educational process. The quality of campus life often contributes significantly to student learning; therefore, institutions, and particularly those with residential populations, should be attentive to a wide range of student life issues, including mental health and safety.

Framed by the institution's mission, services should be responsive to the full spectrum of diverse student needs, abilities, and cultures. Dependent upon institutional mission, support services may include but are not limited to admissions, financial aid, registration, orientation, advising, counseling, tutoring, discipline, health, housing, placement, student organizations and activities, cultural programming, child care, security, and athletic activities.

Delivery of student support services should be flexible in nature and should vary depending on the modes and levels of educational delivery. Consistent with institutional mission, programs should be available to provide support to diverse student populations such as older students, students with disabilities, international students, distance education students, distributed learning students, correspondence education students, and students at sites other than a main campus.

Recreational, intercollegiate, and intramural athletic programs should be consistent with, and actively supportive of, the institution's mission and goals and consistent with the academic success, physical and emotional well-being, and social development of those who participate.

Fundamental Elements of Student Support Services

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- a program of student support services appropriate to student strengths and needs, reflective of institutional mission, consistent with student learning expectations, and available regardless of place or method of delivery;
- qualified professionals to supervise and provide the student support services and programs;
- procedures to address the varied spectrum of student academic and other needs, in a manner that is equitable, supportive, and sensitive, through direct service or referral;
- appropriate student advisement procedures and processes;
- if offered, athletic programs that are regulated by the same academic, fiscal, and administrative principles, norms, and procedures that govern other institutional programs;
- reasonable procedures, widely disseminated, for equitably addressing student complaints or grievances;
- records of student complaints or grievances;
- policies and procedures, developed and implemented, for safe and secure maintenance of student records ;
- published and implemented policies for the release of student information; and
- ongoing assessment of student support services and the utilization of assessment results for improvement.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- analysis of support services available to students, including any distinctions among physical sites or modes of delivery and the particular support services those sites/modes require (instructional technology support, library/learning resources support, etc.);

- evidence of a structure appropriate to the delivery of student support services (organizational chart);
- review of student handbooks, catalogs, newspapers, and schedules, including materials showing availability and explaining the nature of services (published in print and/or available electronically);
- evidence of student grievances and resolutions, and review of such records to determine whether there are noteworthy patterns;
- review of reports or other evidence of student involvement in and satisfaction with academic support services and co-curricular activities; or
- assessments of student advising and service programs, with recommendations for improvements and evidence of action based on recommendations.

Standard 10

Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Context

Teaching and learning are central to the activities of faculty members at each institution, and faculty bear primary responsibility for promoting, facilitating, assuring, and evaluating student learning. The faculty and other qualified professionals are responsible for devising and developing an institution's academic, professional, research, and service programs within the framework of its educational mission and goals. They are committed to all aspects of students' success.

Within some institutions, functions previously assumed to be a part of traditional faculty roles are now the responsibility of other qualified professionals. A professional is qualified by virtue of education, training, experience or appropriate skills. Designated professional qualifications should be consistent with the expected academic outcome, reflecting both appropriate standards of quality and the institutional mission. Whenever used in these standards, the term "faculty" shall be broadly construed to encompass qualified professionals such as third parties contracted by the institution, part-time or adjunct faculty, and those assigned responsibilities in academic development and delivery. Such professionals may include, as well, those responsible for the institution's academic information resources.

There should be an adequate core of faculty and other qualified professionals that is responsible to the institution, supports the programs offered, and assures the continuity and coherence of the institution's programs. Faculty selection processes should give appropriate consideration to the value of faculty diversity, consistent with institutional mission. Faculty participation in institutional planning, curriculum review, and other governance roles can be an appropriate recognition of their professional competence and commitment, where consistent with institutional governance structures. Such participation should complement the faculty's primary responsibilities for teaching, research, and scholarship.

Articulated and equitable procedures and criteria for periodic evaluation of all faculty contribute significantly to sustaining an appropriate level of growth and excellence. Such procedures and criteria for periodic evaluation support those who, regardless of their professional titles, are responsible for the development

and delivery of programs and services. Encouragement for faculty research, as well as for professional advancement and development, are characteristics of enlightened institutional policies.

For institutions relying on part-time, adjunct, temporary, or other faculty on time-limited contracts, employment policies and practices should be as carefully developed and communicated as those for full-time faculty. The greater the dependence on such employees, the greater is the institutional responsibility to provide orientation, oversight, evaluation, professional development, and opportunities for integration into the life of the institution.

The existence of collective bargaining agreements is an institutional matter or, as in the case of some public institutions, a matter of public policy. Although the Middle States Commission on Higher Education takes no position with respect to a decision to bargain collectively, all affected constituents should be attentive to the impact of bargaining on students and their needs, on professional relationships and responsibilities, and on educational effectiveness.

Fundamental Elements of Faculty

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- faculty and other professionals appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined, and sufficiently numerous to fulfill those roles appropriately;
- educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified;
- faculty and other professionals, including teaching assistants, who demonstrate excellence in teaching and other activities, and who demonstrate continued professional growth;
- appropriate institutional support for the advancement and development of faculty, including teaching, research, scholarship, and service;
- recognition of appropriate linkages among scholarship, teaching, student learning, research, and service;
- published and implemented standards and procedures for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons;
- carefully articulated, equitable, and implemented procedures and criteria for reviewing all individuals who have responsibility for the educational program of the institution;
- criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty;
- adherence to principles of academic freedom, within the context of institutional mission; and

- assessment of policies and procedures to ensure the use of qualified professionals to support the institution's programs.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- evidence of faculty productivity in the scholarship of teaching as well as in discipline-specific research and scholarship and in the creation of knowledge, consistent with the institution's mission;
- analysis of the relationship between faculty characteristics and performance and student learning outcomes;
- review of results of implemented appointment, promotion, and tenure standards and procedures;
- evidence of dissemination of evaluation procedures and criteria;
- analysis of reports from faculty peer evaluations of teaching, scholarship and service;
- analysis of institutional practices for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty on time-limited contracts;
- analysis of the training, role, and effectiveness of graduate students who provide undergraduate instruction;
- analysis of teaching effectiveness evaluations, including identification of good practices; or
- assessments of faculty attitudes and satisfaction, faculty development programs and of policies and procedures that ensure that qualified professionals advance the institution's instructional, research, and service program goals, with recommendations for improvement, as appropriate.

Standard 11

Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Context

Teaching and learning are the primary purposes of any institution of higher education, whether at the undergraduate or graduate level. The breadth and depth of student learning appropriate to the programs and levels of study and the demonstrable ability of students to integrate knowledge are key elements in judging the success of an institution's educational programs.

While individual goals of undergraduate study may vary, most graduate study has as its immediate goal the achievement of an advanced degree—that of master or doctor—or a diploma, certificate, or recognized statement of earned credit through the formal, structured pursuit of learning beyond the level of the baccalaureate degree. Graduate studies should offer focused study and relevant independent research of a specialized nature, within the context of comprehensive institutional aims and with principled attention to related demands on institutional resources and implications for the institution's teaching climate. While the focus and intensity of an undergraduate versus graduate program may be different, this section of *Characteristics* applies equally to both undergraduate and graduate education.

Educational courses, programs, and experiences are not static constructs. Their creation and lifespan may be characterized as part of a dynamic four-step cycle:

1. Developing clearly articulated written statements of expected learning outcomes;
2. Designing learning experiences that provide explicit opportunities for students to achieve those learning outcomes;
3. Implementing appropriate measures of student achievement of key learning outcomes, as discussed under Standard 14 (Assessment of Student Learning); and
4. Using the results of those assessments to improve teaching and learning, again as discussed under Standard 14.

Effective educational offerings thus begin with expected learning outcomes: statements, expressed in observable terms, of the knowledge, skills, and competencies that students are expected to exhibit upon successful completion of a course, academic program, co-curricular program, general education requirement, or other specific set of experiences. Effective statements of student learning outcomes are developed with the involvement of the institution's community and their review of existing learning goals. Just as educational curricula are designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified, as discussed under Standard 10 (Faculty), faculty should be influential in the substantive determination of key learning outcomes at all levels: institutional, program, and course.

Institutional-level learning outcomes stem from the institution's mission and are often embodied in the learning outcomes of the general education curriculum, although an institution may have institutional learning outcomes that students achieve in other ways. A college may, for example, have learning goals that are achieved through a community service requirement for all students, a religious institution may require participation in religious activities, or an art school may have institutional learning goals common to all its academic programs. It is essential, however, to ensure that all students, regardless of their particular course of study, have adequate, progressive opportunities to achieve institutional-level learning outcomes.

Appropriate interrelationships among institutional, program-level, and course-level learning outcomes should be evident. For example, a course required within a program should help students achieve at least one of the program's key learning outcomes and should have stated course-level learning outcomes to this effect. Some learning outcomes may be repeated across courses or programs, and some institutional or program level learning outcomes may be syntheses of multiple course level learning outcomes.

Students learn more effectively when they understand the key learning outcomes of their program, course, and institution, how they are expected to achieve those learning goals (i.e., through what assignments and learning experiences), and how they are expected to demonstrate their learning. Statements of expected student learning at the institutional, program, and course levels should be available to current and prospective students (see Standard 8: Student Admissions). Course-level expected student learning outcomes should be included in course syllabi. Statements of expected student learning also should be available to those planning and implementing assessment activities and to those evaluating programs and the institution (see Standards 7: Institutional Assessment and 14: Assessment of Student Learning).

The second step in the process of developing educational offerings is using statements of expected student learning to create a coherent, purposeful program of study, not simply a collection of courses, that leads to those desired outcomes. As noted under Standard 10 (Faculty), educational curricula are normally designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified. Educational programs and curricula at institutions of higher education should exhibit the following:

sufficient content, rigor and depth to be characterized as collegiate or graduate level learning, as appropriate, with a clear distinction between pre-college and college level study, and between undergraduate and graduate study;

clear linkages between the design of specific courses, programs, and learning activities and the articulated goals of the specific programs of which they are part and to the overarching mission of the institution; and

responsiveness to new research findings and modes of inquiry.

Several skills, collectively referred to as “information literacy,” apply to all disciplines in an institution’s curricula. These skills relate to a student’s competency in acquiring and processing information in the search for understanding, whether that information is sought in or through the facilities of a library, through practica, as a result of field experiments, by communications with experts in professional communities, or by other means. Therefore, information literacy is an essential component of any educational program at the graduate or undergraduate levels.

These skills include the ability to:

- determine the nature and extent of needed information;
- access information effectively and efficiently;
- evaluate critically the sources and content of information;
- incorporate selected information in the learner’s knowledge base and value system;
- use information effectively to accomplish a specific purpose;
- understand the economic, legal and social issues surrounding the use of information and information technology; and
- observe laws, regulations, and institutional policies related to the access and use of information.

Closely tied to information literacy is the need for technological competency at all levels within an institution and its curricula. Higher education has new information sources and technologies that supplement its print-based knowledge resources and present new challenges for teachers and learners who must learn how to develop and use general or discipline-specific technologies to identify, retrieve, and apply relevant information. Therefore, institutions should provide both students and instructors with the knowledge, skills, and tools needed to use the information, new technology, and media for their studies, teaching, or research. As information technologies emerge, institutions may offer periodic updating or retraining.

In addition to information literacy and technological competency, the institution’s curricula should be designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency (see Standard 12: General Education). While these skills are often addressed within a general education curriculum, they must often be further addressed within degree or certificate programs so that students may become proficient in these skills as they are applied within a particular field of study.

Effective educational offerings are predicated upon the availability and accessibility of adequate learning resources, such as library and information technology support services, staffed by professionals who are qualified by education, training, and experience to support relevant academic activities.

While there should be coherence within any program of study, there also should be coherence between an institution's curricular offerings and the other experiences that contribute to the total educational environment and promote the development of life skills. The mission of the institution and the characteristics of its students determine the appropriateness of co-curricular activities, which may include out-of-class lectures and exhibitions, study abroad, civic involvement, independent learning and research, opportunities for informal student-faculty contact and other student activities (see Standard 9: Student Support Services). These experiences foster the personal and social development of students in areas such as personal aspirations, integrity and responsibility, self-awareness and self-reliance, awareness of values, interpersonal relationships, and leadership. An institution may integrate community services with educational programs, enhancing the effectiveness with which it fulfills both its educational mission and its responsibility to society.

Recognition of college-level learning from other institutions may facilitate a student's progress without compromising an institution's integrity or the quality of its degrees. An institution's articulation and transfer policies and procedures should provide appropriate consideration, consistent with good educational practice, for the individual student who has changed institutions or objectives. In such policies, the institution should judge courses, programs, degrees and other learning experiences, not on their modes of delivery, but on their learning outcomes and the existence of valid evaluation measures, including third-party expert review.

Increasingly, higher education institutions are serving adult learners, a population whose learning needs are different from those of traditional full-time or residential students. As noted under Standard 9 (Student Support Services), institutions with a focus on adult learning need to demonstrate flexibility and sensitivity by developing institutional policies and practices that are appropriate to and supportive of adult learners.

Fundamental Elements of Educational Offerings

An accredited institution is expected to possess or demonstrate the following attributes or activities. These elements also apply to all other educational activities addressed within Standard 13.

- educational offerings congruent with its mission, which include appropriate areas of academic study of sufficient content, breadth and length, and conducted at levels of rigor appropriate to the programs or degrees offered;
- formal undergraduate, graduate, and/or professional programs – leading to a degree or other recognized higher education credential – designed to foster a coherent student learning experience and to promote synthesis of learning;

- program goals that are stated in terms of student learning outcomes;
- periodic evaluation of the effectiveness of any curricular, co-curricular, and extra-curricular experiences that the institution provides its students and utilization of evaluation results as a basis for improving its student development program and for enabling students to understand their own educational progress (see Standards 9: Student Support Services and 14: Assessment of Student Learning);
- learning resources, facilities, instructional equipment, library services, and professional library staff adequate to support the institution's educational programs;
- collaboration among professional library staff, faculty, and administrators in fostering information literacy and technological competency skills across the curriculum;
- programs that promote student use of a variety of information and learning resources;
- provision of comparable quality of teaching/instruction, academic rigor, and educational effectiveness of the institution's courses and programs regardless of the location or delivery mode;
- published and implemented policies and procedures regarding transfer credit that describe the criteria established by the institution regarding the transfer of credits earned at another institution. The consideration of transfer credit or recognition of degrees will not be determined exclusively on the basis of the accreditation of the sending institution or the mode of delivery but, rather, will consider course equivalencies, including expected learning outcomes, with those of the receiving institution's curricula and standards. Such criteria will be fair, consistently applied, and publicly communicated;
- policies and procedures to assure that the educational expectations, rigor, and student learning within any accelerated degree program are comparable to those that characterize more traditional program formats;
- consistent with the institution's educational programs and student cohorts, practices and policies that reflect the needs of adult learners;
- course syllabi that incorporate expected learning outcomes; and
- assessment of student learning and program outcomes relative to the goals and objectives of the undergraduate programs and the use of the results to improve student learning and program effectiveness (see Standard 14: Assessment of Student Learning).

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Additional Elements for Graduate and Professional Education

- graduate curricula providing for the development of research and independent thinking that studies at the advanced level presuppose;
- faculty with credentials appropriate to the graduate curricula; and
- assessment of student learning and program outcomes relative to the goals and objectives of the graduate programs (including professional and clinical skills, professional examinations and professional placement where applicable) and the use of the results to improve student learning and program effectiveness (see Standard 14: Assessment of Student Learning).

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- evidence of completed analytical program reviews (of educational offerings) that address topics such as the following:
 - appropriateness to institutional mission;
 - relevance to student goals, interests and aspirations;
 - clarity of educational goals and related strategies for assessing student achievement of those goals;
 - provision of adequate time on task and information to learn and to practice the knowledge, skills and abilities imparted by each program;
 - provision of adequate balance between theory and practice, given programmatic and institutional goals;
 - opportunity to integrate instructional and non-instructional experiences;
 - opportunity for active student engagement in the learning undertaken;
 - opportunity to practice and improve upon skills associated with the field or area studied;
 - opportunity for collaborative learning and to work with others in the completion of learning tasks;
 - provision of an atmosphere of inquiry where diverse backgrounds and perspectives are valued

- evidence of student understanding of the key learning goals of their program, courses, and institution, how they are expected to achieve those learning goals (i.e., through what assignments and learning experiences), and how they are expected to demonstrate their learning;
- review of results from the institution's implemented outcomes assessment plan (see Standard 14: Assessment of Student Learning);
- evidence of local and remote information resources, access structures, and technologies adequate to support the curriculum;
- evidence of information literacy incorporated into the curriculum with syllabi, or other material appropriate to the mode of teaching and learning, describing expectations for students' demonstration of information literacy skills;
- evidence of accessible reference tools to ascertain where relevant materials exist and are located;
- assessment of information literacy outcomes, including assessment of related learner abilities;
- evidence of trained instructional and reference staff, or other support services, available on-site or via remote access, to help students and teaching staff locate and evaluate information tools and resources;
- evidence of an adequate policy and process, tailored to the mission and goals of the institution, for the development and management of information resources;
- analysis of transfer trends and patterns, both to and from the institution;
- review of articulation agreements and analysis of their impact and effectiveness; or
- review of the impact of transfer agreements or transfer acceptance mandates on the coherence and integrity of the institution's degree programs

Additional Optional Analysis and Evidence for Graduate and Professional Education

Similarly for graduate and professional education:

- evidence of graduate and professional program goals and objectives that are well-defined, coherent, reflective of institutional mission, and consistent with the profession for which the program prepares students;
- review of the impact of graduate and professional programs on the overall resources of the institution;
- evidence of defined roles and responsibilities for graduate students, especially those who serve as undergraduate instructors and laboratory assistants; or
- assessment of the training, role, and effectiveness of graduate students who provide undergraduate instruction.

Standard 12

General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Context

General education is an important component of all undergraduate and some graduate higher education degree programs. All undergraduate and those graduate programs that include a general education component are expected to meet this standard and the related Fundamental Elements. Graduate programs that do not include general education components should ensure that students at admission have appropriate general education skills.

Institutions should identify and provide a recognizable core of general education that:

- expresses the educational philosophy of the institution for each undergraduate degree program or cluster of degree programs;
- incorporates essential knowledge, cognitive abilities, and an understanding of values and ethics;
- enhances students' intellectual growth; and
- draws students into new areas of intellectual experience, expanding their cultural and global awareness and sensitivity, and preparing them to make enlightened judgments outside as well as within their academic specialty.

What are presented here as general education skills are not necessarily distinct and apart from each other. There is an inherent relationship among these skills. This interrelatedness is evident in the concept of "information literacy," which embraces all of the specific general education skills (see Context, Standard 11).

Consistent with institutional practices, general education degree requirements may be fulfilled through courses completed at the institution, transfer credits, competencies demonstrated in ways determined by the institution, or admission prerequisites.

A general education program—developed, owned, and reviewed by the institution's faculty—should be purposeful, coherent, engaging, and rigorous. General education skills may be taught or developed as part of courses in the major, in separate courses, or through a decentralized distribution. However, the

skills and knowledge derived from general education and the major should be integrated because general education and study in depth, together, comprise a quality undergraduate education.

Institutions offering the associate and baccalaureate degrees will strike an appropriate balance between specialized and more general knowledge. The institution's ability to demonstrate that its students are able to integrate and apply in different contexts the core knowledge and skills learned in their course work is a critical component of successful undergraduate educational programs.

General education offerings should reflect the particular programs and mission of the institution. However, general education courses should not focus narrowly on those skills, techniques, and procedures specific to a particular occupation or profession. The content of general education within specialized degree programs should be comparable, though not necessarily identical, to traditional academic offerings at the collegiate level or above. Programs in postsecondary vocational technical institutions should evidence recognition of the relationship between broad education and the acquisition of techniques and skills. In professional degree programs beyond the baccalaureate, courses in ethics, humanities, and public policy may be particularly relevant.

Fundamental Elements of General Education

An accredited institution offering undergraduate degrees and some graduate institutions are expected to possess or demonstrate the following attributes or activities:

- a program of general education of sufficient scope to enhance students' intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs; (An institution also may demonstrate how an alternative approach fulfills the intent of this fundamental element.)
- a program of general education where the skills and abilities developed in general education are applied in the major or concentration;
- consistent with institutional mission, a program of general education that incorporates study of values, ethics, and diverse perspectives;
- institutional requirements assuring that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline;
- general education requirements clearly and accurately described in official publications of the institution; and
- assessment of general education outcomes within the institution's overall plan for assessing student learning, and evidence that such assessment results are utilized for curricular improvement.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- evidence of institutional statements of the rationale supporting the curriculum and the benefits of a quality general education program; and evidence that this rationale has been communicated to students, parents, advisors, employers, and other constituencies;
- analysis of statements of institutional mission, goals, or objectives relative to core knowledge and skills (general education);
- analysis of statements of individual curricular or degree program goals/objectives relative to core knowledge and skills (general education);
- evidence of articulated expectations of student learning outcomes for written communication, speech communication, quantitative reasoning, scientific reasoning, information literacy, technological competence, and critical analysis and reasoning for all undergraduate degree students;
- evidence of student understanding of the key learning outcomes of each general education requirement;
- evidence of institutional support for the general education program (administrative structure, budget, faculty incentives); or
- evidence of completed analytical review of the general education curriculum that addresses topics such as:
 - appropriateness to institutional mission;
 - relevance to student goals, interests and aspirations;
 - provision of adequate time on task and information to learn and to practice the knowledge, skills and abilities imparted by each requirement within the program;
 - provision of adequate balance between theory and practice, given curricular and institutional goals;
 - opportunity for active student engagement in the learning undertaken;

- o opportunity for collaborative learning and to work with others in the completion of learning tasks; or
- o provision of an atmosphere of inquiry where diverse backgrounds and perspectives are valued.

Standard 13

Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Context

The integrity and credibility of an educational program rest directly on the institution's acceptance of responsibility for all activities conducted in its name or under its sponsorship. Consistent with their missions, many institutions offer programs and activities that are defined by their particular content, focus, location, mode of delivery, or sponsorship. These offerings could include basic skills, certificate programs, evaluated experiential learning, non-credit offerings, branch campuses/additional locations/other instructional sites, distance education, distributed learning, correspondence education, and contractual relationships/affiliated providers, among others. Such programs or activities must adhere to the standards for accreditation.

Some of these programs/activities are described below with brief narrative statements, followed by the identification of one or more Fundamental Elements and optional analysis and evidence. If an institution offers any of these educational activities, the institution is expected to meet this standard (13) and the related Fundamental Elements, as well as the relevant Fundamental Elements for Standard 11.

Basic Skills

Under prepared students may benefit from basic skills or developmental courses provided by an institution as part of its educational offerings. When offered, such pre-college level courses, taken prior to or concurrent with enrollment in degree credit courses, can prepare the student for success in achieving his or her educational goals.

Fundamental Elements of Basic Skills

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- systematic procedures for identifying students who are not fully prepared for college level study;
- provision of or referral to relevant courses and support services for admitted under-prepared students; and
- remedial or pre-collegiate level courses that do not carry academic degree credit.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- review of the effectiveness of tests or measures used to place students in developmental courses;
- analysis of the impact of developmental program completion on student persistence and academic achievement in degree programs and courses; or
- assessment of the effectiveness of support services for under-prepared students.

Certificate Programs

Certificate programs are postsecondary non-degree credentials including pre-baccalaureate, post-baccalaureate, post-masters, or post-doctoral level, granted upon completion of a coherent, sequential program of study, usually for credit. Such certificate programs and the courses included within them should follow the institution's usual development, approval, review, and assessment processes; should include articulated expected student knowledge, skills, and competency levels; and should comply with industry, national, or other definitions of such credentials, where appropriate.

Fundamental Elements of Certificate Programs

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- certificate programs, consistent with institutional mission, that have clearly articulated program goals, objectives and expectations of student

learning and that are designed, approved, administered, and periodically evaluated under established institutional procedures;

- published program objectives, requirements, and curricular sequence;
- program learning goals consistent with national criteria, as appropriate;
- available and effective student support services; and
- if courses completed within a certificate program are applicable to a degree program offered by the institution, academic oversight assures the comparability and appropriate transferability of such courses.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- evidence of articulated student knowledge, skills, and competency levels;
- evidence of the involvement of faculty and other qualified academic professionals in the design, delivery, and ongoing evaluation of certificate programs;
- review of stated rationale, where processes for program oversight and quality assurance are different or separate from the institution's regular processes;
- analysis of availability and effectiveness of appropriate student support services; or
- analysis of the impact of certificate programs on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals.

Experiential Learning

Experiential learning generally refers to knowledge or skills obtained outside of a higher education institution. Recognition of college-level experiential learning, which is derived from work, structured internships, or other life experience, may facilitate a student's progress without compromising an institution's integrity or the quality of its degrees. An institution's policies and procedures should provide appropriate consideration, consistent with good educational practice, for the individual student who has gained college level learning from other sources. However, procedures to assess learning for the award of academic credit (especially where such credit is part of an accelerated degree program) should

define college-level learning and state clearly that credit is awarded for demonstrated learning, and not merely for experience.

Fundamental Elements of Experiential Learning

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- credit awarded for experiential learning that is supported by evidence in the form of an evaluation of the level, quality and quantity of that learning;
- published and implemented policies and procedures defining the methods by which prior learning can be evaluated and the level and amount of credit available by evaluation;
- published and implemented policies and procedures regarding the award of credit for prior learning that define the acceptance of such credit based on the institution's curricula and standards;
- published and implemented procedures regarding the recording of evaluated prior learning by the awarding institution;
- credit awarded appropriate to the subject and the degree context into which it is accepted; and
- evaluators of experiential learning who are knowledgeable about the subject matter and about the institution's criteria for the granting of college credit.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- analysis of the amount and type of evaluated learning credit awarded by discipline;
- analysis of the reports prepared by evaluators including the methods of assessing the learning and the information or competencies considered;
- review of standards utilized by evaluators in assessing college level learning;
- analysis of student portfolios or other means used to demonstrate college level learning;

- analysis of consistency in the award of college credit for experiential learning across the institution;
- analysis of consistency in the award of college credit for experiential learning in particular disciplines;
- evidence of training and development of those who evaluated experiential learning for college credit; or
- review of the acceptance in transfer of the awarding institution's evaluated experiential learning credit.

Non-credit Offerings

Non-credit offerings may be offered on-site and through distance education modalities. To the extent that non-credit offerings are an important part of an institution's activities, they should be consistent with its mission and goals. Whether these offerings are internally or externally developed, appropriately qualified professionals with responsibility to the institution should have oversight for the design, delivery, and evaluation of such offerings. If non-credit courses are potentially applicable to for-credit programs at the institution, academic oversight should assure the comparability and appropriate transferability of such courses.

Fundamental Elements of Non-credit Offerings

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- non-credit offerings consistent with institutional mission and goals;
- clearly articulated program or course goals, objectives, and expectations of student learning that are designed, approved, administered, and periodically evaluated under established institutional procedures;
- academic oversight assures the comparability and appropriate transferability of such courses, if courses completed within a non-credit or certificate program are applicable to a degree program offered by the institution; and
- periodic assessment of the impact of non-credit programs on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- evidence of the rationale for non-credit offerings, including the demonstrated consistency of non-credit offerings with the institution's stated mission and goals;
- evidence of articulated student knowledge, skills, and/or competency levels for non-credit offerings;
- evidence of the involvement of faculty and other qualified academic professionals in the design, delivery, and evaluation of non-credit offerings; or
- review of assessment results for non-credit programs.

Branch Campuses, Additional Locations, And Other Instructional Sites

(Including Business/Corporate Locations and Study Abroad)

Educational offerings at branch campuses, additional locations, or other instructional sites—including study abroad locations and business/corporate locations—may extend learning opportunities to a variety of populations, some of which are not otherwise served by the institution. Programs so delivered should meet standards comparable to those of other institutional offerings.

Fundamental Elements of Branches, Additional Locations, and Other Instructional Sites

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- offerings at branch campuses, additional locations, and other instructional sites (including study abroad locations and programs offered at business/corporate sites) that meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings;
- activities and offerings at other locations meet all appropriate standards, including those related to learning outcomes;
- adequate and appropriate support services; and
- periodic assessment of the impact of branch campuses, additional locations, and other instructional sites on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- review of detailed information on all sites/locations, including initial date of operation, programs offered, student profile, faculty profile, administrative profile, physical and technological resources;
- analysis of the adequacy and appropriateness of library/information and other learning resources;
- analysis of the adequacy of other resources for these sites (e.g., technology);
- analysis of site-specific outcomes assessment data and related conclusions about effectiveness and comparability to similar offerings elsewhere at the institution; or
- review of the participation of site faculty and other personnel in institution-wide processes of evaluation, planning, and governance.

Distance Education, Distributed Learning, and Correspondence Education

Distance education or distributed learning is a formal educational process that uses technology to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include the Internet, one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; audioconferencing; or video cassettes, DVDs, and CD-ROMs if used in a course in conjunction with any of the technologies listed.

Correspondence education differs from distance education. As defined in Federal regulation, correspondence education is provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced.

Programs delivered through either distance education or correspondence education modalities— whether by the Internet, television, video-conferencing, or other means—should meet academic and learning support standards, appropriate to the type of delivery, comparable to those offered in more traditional formats within higher education. Student learning objectives and outcomes should be consistent across comparable offerings, regardless of where or how they are provided.

Institutions offering programs through distance education modalities also should take appropriate steps to ensure that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the course or program and receives academic credit. Institutions may utilize various technologies or other means, such as a secure login and passcode, proctored exams, or other technologies or practices that are effective in order to verify student identity.

Fundamental Elements of Distance Education, Distributed Learning, and Correspondence Education

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- distance education or correspondence education offerings (including those offered via accelerated or self-paced time formats) that meet institution-wide standards for quality of instruction, articulated expectations of student learning, academic rigor, and educational effectiveness. If the institution provides parallel on-site offerings, the same institution-wide standards should apply to both;
- consistency of the offerings via distance education or correspondence education with the institution's mission and goals, and the rationale for the distance education delivery;
- planning that includes consideration of applicable legal and regulatory requirements;
- demonstrated program coherence, including stated program learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded;
- demonstrated commitment to continuation of offerings for a period sufficient to enable admitted students to complete the degree or certificate in a publicized time frame;
- assurance that arrangements with consortial partners or contractors do not compromise the integrity of the institution or of the educational offerings;
- validation by faculty of any course materials or technology-based resources developed outside the institution;

- a system of student identity verification that ensures that the student who participates in class or coursework is the same student who registers and receives academic credit; that students are notified at the time of registration or enrollment of any additional student charges associated with the verification of student identity; and that the identity verification process protects student privacy;
- available, accessible, and adequate learning resources (such as a library or other information resources) appropriate to the offerings at a distance;
- an ongoing program of appropriate orientation, training, and support for faculty participating in electronically delivered offerings;
- adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support electronic offerings; and
- periodic assessment of the impact of distance education on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- review of institutional support for faculty participation in the design, development, and delivery of academic offerings at a distance;
- analysis of partnerships with other institutions to offer or accept offerings at a distance, to assure consistency with the institution's general policies regarding such partnerships or consortia and to assure the integrity of the degree-granting institution;
- evidence that students have appropriate hardware and the technology skills and competencies needed to succeed in the distance education environment of the institution;
- analysis of the appropriateness and effectiveness of student services available to students at a distance (admissions, financial aid, registration, advisement, counseling, tutoring, placement, etc.);
- review of published materials, including analysis of the extent to which there is a complete and accurate description of the instructional delivery systems utilized, learning formats, prerequisites for participation, expected learning, and completion and any other requirements;

- analysis of the adequacy of the institution's technological infrastructure to support the resource needs of distance education activities, and consideration of how learning outcomes determine the technology being used;
- analysis of the adequacy of technological assistance and support to both student and faculty in distance education;
- evidence of how the institution assures that students and faculty have sufficient technological skills and those information literacy skills that are necessary to access and to use effectively the information resources available at a distance;
- analysis of institutional processes to evaluate the appropriateness, efficiency, and effectiveness of its distance education operations; or
- review of articulated expectations for and the effectiveness of interaction between faculty and students and among students.

Contractual Relationships And Affiliated Providers

As institutions seek to improve the ways in which they provide education to their students, they may find it more practical or efficient to enter into consortial arrangements or contractual relationships with other institutions or organizations to provide certain aspects of the education experience, including faculty, recruitment of students, and course/program development. Because an accredited institution is responsible for all activities carried out in the institution's name, the Commission's accreditation standards, policies, and procedures—including those on outcomes assessment, advertising, and recruitment—are fully applicable to any contractual arrangements with another regionally accredited institution or with a non-regionally accredited organization. Contractual relations with for-profit firms or other institutions require diligent care to protect an institution's integrity and to avoid abuse of its accredited status.

An affiliated provider may be a subsidiary, parent, "sister" or other entity (for-profit or non-profit) legally related to the institution or unrelated (except through contractual arrangement) to the accredited institution. Depending on the specific relationship, such providers may or may not be included within the scope of the institution's accreditation. Relevant factors might include matters such as use of the same or similar names, ownership, incorporation, management, control of curricula, finances, acceptance of credits, degree-granting authority, and extent of activities. However, whether or not the affiliate is included within the scope of the institution's accreditation, the nature of the affiliation should be made clear both to the Commission and to the public, with particular attention to such issues as whether the provider offers its own programs or grants its own degrees; whether students are distinct from or considered to be students of the parent institution; what student learning and support services are available; and whether courses offered by the affiliated provider are applicable to a degree program offered by the accredited institution.

Attention should be given to the impact of the affiliated entity on the institution's resources and the institution's ability to fulfill its mission and goals.

Fundamental Elements of Contractual Relationships and Affiliated Providers

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- contractual relationships with affiliated providers, other institutions, or organizations that protect the accredited institution's integrity and assure that the institution has appropriate oversight of and responsibility for all activities carried out in the institution's name or on its behalf;
- consistency of any course or program offered via contractual arrangement with the institution's mission and goals; and
- adequate and appropriate accredited institutional review and approval of work performed by a contracted party in such functional areas as admissions criteria, appointment of faculty, content of courses/programs, instructional support resources (including library/information resources), evaluation of student work, and outcomes assessment.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- review of documentation of the expressed purposes, roles, and scope of operation for the affiliated entity, including whether the entity offers its own separate courses, programs, or degrees in its own name;
- evidence of the extent to which the affiliated entity is separate from or part of the accredited institution, including relevant factors such as faculty, other personnel, processes, ownership, management, and governance;
- evidence of published public information that clearly and accurately represents the contractual relationship between the institution and the other entity;
- evidence of provision of appropriate protection for enrolled students in the event a contract is terminated or renegotiated;

- review of student profile, including whether students of the affiliated entity are considered to be students of the accredited institution or are eligible for financial aid;
- analysis of the involvement of the institution's own faculty and other qualified academic professionals in the development and review of curriculum offered through the contractual arrangement;
- analysis of the involvement of faculty and other qualified academic professionals in validating the quality of course materials or resources (technology-based, etc.) developed by those external to the provider and the institution;
- assessment of the effectiveness and appropriateness of student learning and support services provided by the affiliated entity and/or the primary institution;
- if courses or programs offered as its own by the affiliated entity may be applied to a degree offered by the institution, evidence of academic oversight to assure the comparability and appropriate transferability of such courses; or
- analysis of the impact of the contractual arrangement on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals.

Standard 14

Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Context

Assessment of student learning may be characterized as the third element of a four-step teaching-learning-assessment cycle:

1. Developing clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills, and competencies that students are expected to exhibit upon successful completion of a course, academic program, co-curricular program, general education requirement, or other specific set of experiences, as discussed under Standard 11 (Educational Offerings);
2. Designing courses, programs, and experiences that provide intentional opportunities for students to achieve those learning outcomes, again as discussed under Standard 11;
3. Assessing student achievement of those key learning outcomes; and
4. Using the results of those assessments to improve teaching and learning.

This standard on assessment of student learning builds upon Standards 11 (Educational Offerings), 12 (General Education), and 13 (Related Educational Offerings), each of which includes assessment of student learning among its fundamental elements. This standard ties together those assessments into an integrated whole to answer the question, "Are our students learning what we want them to learn?" Self-studies can thus document compliance with Standard 14 by summarizing the assessments of Standards 11 through 13 into conclusions about overall achievement of the institution's key student learning outcomes.

Because student learning is at the heart of the mission of most institutions of higher education, the assessment of student learning is an essential component of the assessment of institutional effectiveness (see Standard 7: Institutional Assessment), which additionally monitors the environment provided for teaching and learning and the achievement of other aspects of the institution's mission, vision, and strategic goals and plans.

The fundamental question asked in the accreditation process is, “Is the institution fulfilling its mission and achieving its goals?” This is precisely the question that assessment is designed to answer, making assessment essential to the accreditation process. Assessment processes help to ensure the following:

- Institutional and program-level goals are clear to the public, students, faculty, and staff;
- Institutional programs and resources are organized and coordinated to achieve institutional and program-level goals;
- The institution is providing academic opportunities of quality;
- The institution is indeed achieving its mission and goals; and
- Assessment results help the institution to improve student learning and otherwise advance the institution.

Assessment is not an event but a process that is an integral part of the life of the institution, and an institution should be able to provide evidence that the assessment of student learning outcomes and use of results is an ongoing institutional activity. While some of the impact of an institution on its students may not be easily or immediately measured — some institutions, for example, aim for students to develop lifelong habits that may not be fully developed for many years — the overall assessment of student learning is expected whatever the nature of the institution, its mission, the types of programs it offers, or the manner in which its educational programs are delivered and student learning facilitated.

While the Commission expects institutions to assess student learning, it does not prescribe a specific approach or methodology. The institution is responsible for determining its expected learning outcomes and strategies for achieving them at each level (institutional, program, and course), assessment approaches and methodologies, sequence, and time frame. These may vary, based on the mission, goals, organization, and resources of the institution. Whatever the approach, effective assessment processes are useful, cost-effective, reasonably accurate and truthful, carefully planned, and organized, systematic, and sustained.

Useful assessment processes help faculty and staff make appropriate decisions about improving programs and services, developing goals and plans, and making resource allocations. To assist with interpretation and use of assessment results, assessment measures and indicators have defined minimally acceptable performance targets. Because institutions, their students, and their environments are continually evolving, effective assessments cannot be static; they must be reviewed periodically and adapted in order to remain useful.

Cost-effective assessment processes are designed so that their value is in proportion to the time and resources devoted to them. To this end, institutions can begin by considering assessment measures already in place, including direct evidence such as capstone projects, field experience evaluations, and performance on licensure examinations and indirect evidence such as retention and graduation rates and alumni surveys. New or refined measures can then be added for those learning outcomes for which direct evidence of student learning is not already available, concentrating on

the most important institutional and program-level learning outcomes. Effective assessments are simple rather than elaborate and may focus on just a few key goals in each program, unit, and curriculum.

Reasonably-accurate and truthful assessment processes yield results that can be used with confidence to make appropriate decisions. Such assessment processes have the following characteristics:

- ✧ Because there is no one perfectly accurate assessment tool or strategy, institutions should use multiple kinds of measures to assess goal achievement. Assessments may be quantitative and/or qualitative and developed locally or by an external organization.
- ✧ Assessment tools and strategies should be developed with care; they should not be not merely anecdotal information nor collections of information that happen to be on hand.
- ✧ Student learning assessment processes should yield direct—clear, visible, and convincing—evidence of student learning. Tangible examples of student learning, such as completed tests, assignments, projects, portfolios, licensure examinations, and field experience evaluations, are direct evidence of student learning. Indirect evidence, including retention, graduation, and placement rates and surveys of students and alumni, can be vital to understanding the teaching-learning process and student success (or lack thereof), but such information alone is insufficient evidence of student learning unless accompanied by direct evidence. Grades alone are indirect evidence, as a skeptic might claim that high grades are solely the result of lax standards. But the assignments and evaluations that form the basis for grades can be direct evidence if they are accompanied by clear evaluation criteria that have a demonstrable relationship to key learning goals.

Planned assessment processes that clearly and purposefully correspond to learning outcomes that they are intended to assess promote attention to those goals and ensure that disappointing outcomes are appropriately addressed.

Organized, systematized, and sustained assessment processes are ongoing, not once-and-done. There should be clear interrelationships among institutional goals, program- and unit-level goals, and course-level goals. Assessments should clearly relate to important goals, and improvements should clearly stem from assessment results.

As noted earlier, because student learning is a fundamental component of the mission of most institutions of higher education, the assessment of student learning is an essential component of the assessment of institutional effectiveness. An institution may therefore create institutional effectiveness documentation that includes a component on assessing student learning (see Standard 14: Assessment of Student Learning), or it may create a bridge between two separate sets of documentation, one for the assessment of student learning and one for other aspects of institutional effectiveness.

The improvement of overall educational quality and the enhancement of effective teaching and learning is most likely to occur when faculty and administrators work together to implement a sound, institution-wide program of assessment. Because the faculty guide decisions about curriculum and pedagogy, the effective assessment of student learning is similarly guided by the faculty and supported by the administration.

A commitment to assessment of student learning requires a parallel commitment to ensuring its use. Assessment information, derived in a manner appropriate to the institution and its desired academic outcomes, should be available to and used by those who develop and carry out strategies that will improve teaching and learning.

Assessment results should also be used to evaluate the assessment process itself, leading to modifications that improve its relevance and effectiveness.

Fundamental Elements of Assessment of Student Learning

An accredited institution is expected to possess or demonstrate the following attributes or activities.

- clearly articulated statements of expected student learning outcomes (see Standard 11: Educational Offerings), at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development, that are:
 - appropriately integrated with one another;
 - consonant with the institution's mission; and
 - consonant with the standards of higher education and of the relevant disciplines;
- a documented, organized, and sustained assessment process to evaluate and improve student learning that meets the following criteria:
 - systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that:
 - maximize the use of existing data and information;
 - clearly and purposefully relate to the goals they are assessing;
 - are of sufficient quality that results can be used with confidence to inform decisions; and
 - include direct evidence of student learning;
 - support and collaboration of faculty and administration in assessing student learning and responding to assessment results;
 - clear, realistic guidelines and timetable, supported by appropriate investment of institutional resources;
 - sufficient simplicity, practicality, detail, and ownership to be sustainable; and

- periodic evaluation of the effectiveness and comprehensiveness of the institution's student learning assessment processes;
- assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes;
- evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning; and
- documented use of student learning assessment information as part of institutional assessment.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- analysis of institutional support for student learning assessment efforts, including:
 - written statements of expectations for student learning assessment work;
 - policies and governance structures to support student learning assessment;
 - administrative, technical, and financial support for student learning assessment activities and for implementing changes resulting from assessment; and
 - professional development opportunities and resources for faculty to learn how to assess student learning, how to improve their curricula, and how to improve their teaching;
- analysis of the clarity and appropriateness of standards for determining whether key learning outcomes have been achieved;
- evidence of workable, regularized, collaborative institutional processes and protocols for ensuring the dissemination, analysis, discussion, and use of assessment results among all relevant constituents within a reasonable schedule;

- analysis of the use of student learning assessment findings to:
 - assist students in improving their learning;
 - improve pedagogies, curricula and instructional activities;
 - review and revise academic programs and support services;
 - plan, conduct, and support professional development activities;
 - assist in planning and budgeting for the provision of academic programs and services;
 - support other institutional assessment efforts (see Standard 7: Institutional Assessment) and decisions about strategic goals, plans, and resource allocation; and
 - inform appropriate constituents about the institution and its programs;
- analysis of evidence that improvements in teaching, curricula, and support made in response to assessment results have had the desired effect in improving teaching, learning, and the success of other activities;
- analysis of the institutional culture for assessing student learning, including:
 - the views of faculty and institutional leaders on assessment;
 - faculty members' understanding of their roles in assessing student learning;
 - the quality and usefulness of institutional support for student learning assessment efforts;
 - campus-wide efforts to encourage, recognize, and value efforts to assess student learning and to improve curricula and teaching;
 - evidence of collaboration in the development of statements of expected student learning and assessment strategies;
- evidence that information appropriate to the review of student retention, persistence, and attrition, is used to reflect whether these are consistent with student and institutional expectations [also included in Standard 8 Optional Analyses];
- evidence of the utilization of attrition information to ascertain characteristics of students who withdraw prior to attaining their educational objectives and, as appropriate, implementation of strategies to improve retention [also included under Optional Analyses in Standard 8];
- analysis of teaching evaluations, including identification of good practices; or
- analysis of course, department or school reports on classroom assessment practices and their outcomes, including grading approaches and consistency.

Middle States Commission on Higher Education Mission Statement

The Middle States Commission on Higher Education is a voluntary, non-governmental, membership association that defines, maintains, and promotes educational excellence across institutions with diverse missions, student populations, and resources. The Commission is dedicated to quality assurance and improvement through accreditation via peer evaluation. Middle States accreditation instills public confidence in institutional mission, goals, performance, and resources through its rigorous accreditation standards and their enforcement.

Middle States Publications

Various documents supplement the 2006 edition of *Characteristics of Excellence*, describing the Middle States Commission on Higher Education and its accreditation processes and practices. Many of these materials are available on the Commission's website (www.msche.org) and may be downloaded in PDF or as MSWord documents. Others may be purchased with the publications order form on the website.

There are several types of Commission publications:

Manuals on Accreditation Protocols

- For institutions seeking candidacy for accreditation
- For institutions planning for and engaged in self-study processes
- For evaluators and chairs of visiting teams
- For institutions preparing and reviewers evaluating periodic review reports
- For institutions requesting collaborative evaluations by the Commission and specialized accrediting agencies

Guidelines for Institutional Improvement

- The assessment of overall institutional effectiveness and the assessment of student learning in particular, with a free summary available online
- The integration of information literacy across the curriculum to develop research and communication skills
- Best practices for distance education or distributed learning
- Best practices for student outcomes assessment

Commission Policies and Procedures

- Current policy, procedural, and advisory statements

Other Materials

- An on-line searchable directory of member and candidate institutions
- The Commission's newsletter, archived and searchable on the website

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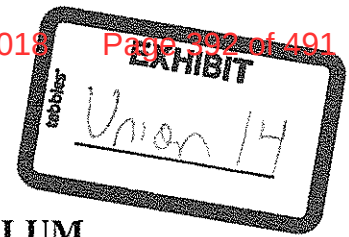
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Middle States Commission on Higher Education
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DUQUESNE UNIVERSITY CORE CURRICULUM

Guiding Vision

Education that informs the mind, engages the heart, and invigorates the spirit is the guiding vision of the University Core Curriculum at Duquesne University, an urban Catholic university in the Spiritan tradition. This vision takes its inspiration from the University's mission, specifically the commitment to excellence in education and concern for moral and spiritual values, especially the Spiritan values of global justice and the kinship of all peoples. The Duquesne general education curriculum prepares students to search for truth, with attention to how faith and reason together contribute to that search, and to exercise wise, creative and responsible leadership in the service of others and in the fashioning of a more just world.

Purpose

In keeping with this Catholic-Spiritan vision, the purpose of the University Core Curriculum is the education of the whole person through a study of the liberal arts that emphasizes the students' intellectual and ethical development. Through acquiring the modes of inquiry particular to the humanities and the social and natural sciences, students expand their self-understanding and their knowledge of the world. The University Core provides students with the opportunity to explore how religious faith and spiritual values enrich human life. By connecting learning in the classroom to community service, students are encouraged to develop as responsible, global citizens.

Educational Values

The educational values that flow from the vision and purpose are commitment to

- A. Academic excellence through the pursuit of truth;
- B. Education in the liberal arts and sciences that recognizes the inherent dignity of every person and the uniqueness of individual creative expression;
- C. Knowledge of human culture and of the natural world that enriches the individual and enables personal and communal growth in social and environmental responsibility;
- D. Spiritual and moral development and ecumenical openness that fosters inter-religious understanding;
- E. Civic engagement in Service-Learning that links academic knowledge of society with real life issues and concerns;
- F. Intellectual honesty and academic integrity.

General Goals and Student Learning Outcomes

The University Core Curriculum has broad common learning goals for all its students enrolled in its baccalaureate programs. Upon completion of the University Core Curriculum students are able to

1. Demonstrate critical, creative, and constructive thinking and communication – written and verbal – informed by the humanities and the social and natural sciences;
2. Recognize the diverse ways of knowing intrinsic to the intellectual disciplines and some significant ways in which they foster self-growth, broader understanding, and self-initiated learning;

2

3. Demonstrate literacy and problem-solving ability in quantitative, qualitative, and scientific analysis;
4. Comprehend fundamental human questions through the study of selected texts and figures in philosophy and theology;
5. Explain how religion can inform personal, societal, and professional life through study of and reflection on theological sources and questions;
6. Perceive and analyze basic ethical and moral problems—personal, professional and societal;
7. Recognize the importance of the creative arts and of artistic expression;
8. Identify some of the unique perspectives provided by faith and reason in the pursuit of truth;
9. Develop a global perspective through investigating diversity within global, national, and local contexts;
10. Distinguish among opinions, facts, and inferences and be open to revising personal judgments after careful and critical thought;
11. Demonstrate technological capabilities appropriate to the disciplines and information literacy, which includes critical analysis and reasoning;
12. Link academic theory and community-based practice through service.

University Core Curriculum Structure

A. Discipline-Specific Courses

21 credit hours

6 credits in English Composition (UCOR 101 and UCOR 102)

UCOR 101 Thinking and Writing Across the Curriculum

UCOR 102 Imaginative Literature and Critical Writing

3 credits in Mathematics (one of the following)

UCOR 110 Problem Solving with Creative Mathematics (UCOR 111)

Or a course approved for your degree program, such as

- Calculus for Non-Science (Math 110 or 111)
- Calculus I (Math 114 or 115)
- Fundamentals of Statistics (Math 125)
- Biostatistics (Math 225)

3 credits in Natural Science (one of the following)

UCOR 121 Biology

UCOR 122 Chemistry

UCOR 123 Physics

UCOR 124 Earth Science

UCOR 125 Astronomy

UCOR 126 Energy and the Environment

UCOR 127 The Big Bang and Beyond

UCOR 129 Science: Special Topics

(Not all of the Natural Science courses will be offered every semester.)

3 credits in Philosophy

UCOR 132 Basic Philosophical Questions

3 credits in Theology (one of the following)

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UCOR 141 Biblical and Historical Perspectives UCOR 142 Theological Views of the Person UCOR 143 Theology: Global and Cultural Perspectives 3 credits in Ethics (one of the following) UCOR 151 Philosophical Ethics UCOR 152 Theological Ethics Additional options approved for your degree program such as: UCOR 207 Medical Ethics (Phil) [Rangos School of Health Science] UCOR 253 Health Care Ethics (Theol) [Rangos School of Health Sciences]	
B. Theme Area Courses 3 credits in Creative Arts 3 credits in Faith and Reason 3 credits in Global Diversity 3 credits in Social Justice	12 credit hours
C. Service-Learning Requirement (0 credit hours) – one course (designated as “SL”); incorporates service into a course.	
D. Information Literacy Requirement (1 credit) – if not embedded in a course.	
E. Writing-Intensive Requirement (0 credit hours) – four courses (designated as “W”) with emphasis on advanced writing in the courses.	

A. Discipline-Specific Courses

(For course descriptions see the Appendix pages 16-18.)

6 credits in English Composition

The English composition requirement ensures that University undergraduates have intensive training in written communication in two small classes. The two composition courses focus not only on surface correctness (absence of errors) but also on critical thinking and reading, analysis of written and visual texts, evaluation of sources of information, recognition of the difference between literary and nonliterary texts, and uses of technology to construct and analyze messages. In the English composition courses the students acquire the basic skills required not only to write well for their college classes but also to apply those skills in their professions and in their roles as responsible citizens.

Rationale

As the world becomes increasingly digital and visual, clear written communication is more valuable than ever. The ability to write well—to describe, to persuade, to explain—is a skill demanded by professional fields from business to medicine to technology. An intensive first-year sequence of writing courses is particularly important because students often enter college with inadequate preparation for college course work, for professional communication, and for public writing. Emphasis on critical reading and thinking in the writing classes prepares students to engage the complicated and difficult material required in other University Core Curriculum courses and in their majors.

Learning Outcomes

Upon completion of the English composition course sequence, students are able to

1. Identify the strategies of argument used in written rhetoric;
2. Recognize and analyze works of poetry, fiction, and drama;
3. Produce thesis-driven, coherently-organized, evidence-based, respectful, persuasive, academic writing, appropriate not only for their later college assignments but also for their post-graduate life;
4. Write with a focus on process rather than only on the product, and recognize the purpose of drafting both for their writing and for their critical thinking;
5. Write with a good command of grammatically correct standard English, and understand what resources to consult with questions about grammar, mechanics, or style;
6. Use sources responsibly and ethically, document sources correctly, and understand how to use professionally-sanctioned citation and documentation systems;
7. Assess what they have learned;
8. Apply communication skills taught in 101 to other University courses.

Courses

The English Composition requirement is satisfied by the successful completion of
UCOR 101 – Thinking and Writing Across the Curriculum
UCOR 102 – Imaginative Literature and Critical Writing

Policies

1. UCOR 101 (or an approved transfer course) must be successfully completed before students can take UCOR 102;
2. Approved transfer courses or examinations may be substituted for UCOR 102.

3 credits in Mathematics

The mathematics requirement ensures that our students graduate with the “quantitative literacy” required of well-educated citizens. Quantitative literacy includes the ability to interpret basic mathematical models, such as formulas, graphs, tables, and schematics, and draw inferences from them; to represent mathematical information symbolically, visually, numerically, and verbally; to estimate and check answers to mathematical problems in order to determine their reasonableness, identify alternatives, and select optimal results; to acquire a degree of versatility in approaching and solving problems; and to recognize that mathematical and statistical methods

have limits.

Rationale

Mathematics is necessary not only for understanding modern technology but also for everyday living. Therefore, students need the skills that enable them to go beyond routine problem-solving in order to handle diverse and relatively complex problem situations. Mathematics is a language of quantity. It is an art as well as a science. Therefore, it is affected by and affects our culture and history. The mathematics requirement is designed to assist students to integrate the knowledge and study of mathematics with other experiences and disciplines.

Learning Outcomes

Upon the completion of the mathematics course, the students are able to

1. Explain the role of mathematics as an intellectual discipline and as a problem-solving tool;
2. Apply the logical and deductive reasoning used in developing mathematics and in problem solving;
3. Communicate mathematical solutions using correct mathematical terminology;
4. Ask meaningful questions to clarify their comprehension of problems and collaborate with others to find solutions to them;
5. Select correct solutions to specific problems and generalize learning to construct mathematical formulas in new contexts;
6. Articulate contributions mathematics has made to culture in the form of mathematical puzzles and theorems.

Courses

The mathematics requirement is satisfied by the successful completion of one of the following courses:

UCOR 111 – Problem-Solving with Creative Mathematics

Or a course approved for specific degree programs, such as

Math 110 or 111 – Calculus for Non-Science

Math 114 or 115 – Calculus I

Math 125 – Fundamentals of Statistics

Math 225 – Biostatistics

(Other Mathematics courses can fulfill the UCOR mathematics requirement, depending on the student's major and the mutual agreement of the schools/departments.)

3 credits in Natural Science

The natural science requirement engages students' curiosity about the workings of the natural world and helps them acquire the basic scientific literacy necessary for informed global citizenship. Courses are designed to demonstrate that science is not a static list of facts, but a dynamic process that leads to knowledge and appreciation of the natural world. Through the course options, students have the opportunity to learn what types of questions scientists in a specific field ask and how scientists apply the scientific method by forming and testing hypotheses, by using experimental or observational evidence, and by evaluating their conclusions. Upon completion of the natural science course, the students have acquired a basic

understanding of scientific language and research tools and are aware of major past discoveries, the current state of knowledge, and some future directions in at least one scientific discipline.

Rationale

The rapid advances in technology and scientific knowledge mandate that students acquire a scientific literacy. In order for them to make appropriate choices about the many moral and legal issues that accompany such advances, students need a basic understanding of scientific theories and their origins.

Learning Outcomes

Upon the completion of the natural science course, the students are able to

1. Articulate the role of science as an intellectual discipline and a problem-solving tool;
2. Explain and apply the scientific method;
3. Locate scientific literature appropriate to the course content;
4. Formulate sound, logical arguments using scientific data;
5. Communicate about science using the appropriate scientific terms and language;
6. Contribute to group discussions about scientific questions;
7. Collaborate with others to find solutions to scientific problems;
8. Generalize scientific observations and propose possible scientific solutions.

Courses

The natural science requirement is satisfied by the successful completion of one of the following courses:

UCOR 121 – Biology

UCOR 122 – Chemistry

UCOR 123 – Physics

UCOR 124 – Earth Science

UCOR 125 – Astronomy

UCOR 126 – Energy and the Environment

UCOR 127 – The Big Bang and Beyond

UCOR 129 – Science: Special Topics

(Other science courses can fulfill the UCOR science requirement, depending on the student's major and the mutual agreement of the schools/departments.)

3 credits in Philosophy

The purpose of the Philosophy course is to engage students in addressing the fundamental questions about reality, questions that cannot be answered using the methods of the empirical sciences. Classic issues—such as the existence of God, the nature of reality, the nature and constitution of the self, the formation and quality of the virtuous life, and questions of human freedom and mortality—are featured to varying degrees in the course. Through the close reading of selected texts of major philosophers and by raising basic philosophical questions, students will be encouraged to develop disciplined habits of mind by thinking critically and precisely about claims that are of fundamental importance to life.

Rationale

The study of philosophy is central to the University's commitment to the intellectual formation of students. The basic philosophy course provides students with exposure to different forms of knowing, different claims about reality, and different evaluations of experience. It is important for students to have knowledge of the fundamental issues as they have been addressed by classic and contemporary philosophers, to evaluate these arguments critically, and to formulate their own responses to them.

Learning Outcomes

Upon the completion of the philosophy course, the students are able to

1. Demonstrate knowledge of selected classic philosophical responses to basic questions of human existence;
2. Articulate what the study of philosophy as an academic discipline entails: philosophy is multifaceted, encompassing a broad range of fields such as epistemology and ethics;
3. Explain how philosophy is relevant to other disciplines (e.g., history, law, the sciences, theology);
4. Critique answers that contemporary culture (including popular culture) offers to the most basic human questions;
5. Formulate their own answers to basic philosophical questions and evaluate selected philosophical viewpoints.

Course

The philosophy requirement is fulfilled by the successful completion of:
UCOR 132 – Basic Philosophical Questions

3 credits in Theology

The purpose of the Theology course is to provide students with the opportunity to explore the role of religion and spirituality in their own lives and the lives of others. This requirement is fulfilled by choosing one of three course options that address the role of theology in the life of faith communities. Attention is given to important sources, methods, and questions relevant to the specific subject matter of each course. The three courses provide the opportunity for students to understand how religion and theology shape personal, communal, and global life.

Rationale

Central to the general education curriculum of a Catholic university is the study of theology – the process of “faith seeking understanding.” The theology course enables students to study the relationship between religious faith and contemporary culture with attention to scripture, tradition, experience and contemporary thought. Each course also explores the interplay among religious belief systems in a manner appropriate to the subject matter of that course.

Learning Outcomes

Upon completion of the introductory theology course the students are able to

1. Engage in critical thinking and informed reflection on religious faith as a phenomenon of human existence;

2. Identify important sources of religious faith, including revelation and its expression in scripture and tradition;
3. Articulate and apply basic methods theologians use in academic reflection on religious faith and practice;
4. Demonstrate knowledge of major themes and topics from the content of religious faith (e.g., biblical texts, Christian teachings, the texts and teachings of other religions);
5. Explain major elements of a life of religious faith (e.g., the Catholic community and its practices, ecumenical relationships, and responses to contemporary developments).

Courses

The theology requirement is fulfilled by the successful completion of one of the following courses:

- UCOR 141 – Biblical and Historical Perspectives
- UCOR 142 – Theological Views of the Person
- UCOR 143 – Theology: Global and Cultural Perspectives

3 credits in Ethics

The purpose of the ethics requirement is to engage students in philosophical and theological reflection on the question: “How ought we to live our lives?” Students are provided with knowledge and skills that enable them to recognize and analyze ethical and moral problems and to make ethical decisions in their public, private, and professional lives.

Rationale

Developing students’ ethical awareness and capacity for moral decision making is central to the University’s mission and commitment to assist students in their development as moral persons.

Learning Outcomes

Upon completion of the ethics requirement, the students are able to

1. Demonstrate knowledge of selected philosophical and/or theological traditions that have helped shape moral discourse in the contemporary world;
2. Explain normative ethical principles;
3. Identify major factors (e.g., theories, narratives, persons, and institutions) that shape an understanding of ethics in our personal and professional life, and in our social and political lives together;
4. Analyze examples of professional ethical standards in relationship to broader theoretical and historical understandings of philosophical or theological ethics;
5. Critique responses to important moral issues in the contemporary world.

Courses

The ethics requirement is fulfilled by the successful completion of one of the following courses:

- UCOR 151 – Philosophical Ethics
- UCOR 152 – Theological Ethics
- Additional options approved for specific degree program such as:
 - UCOR 207 Medical Ethics (Phil) [Rangos School of Health Science]

UCOR 253 Health Care Ethics (Theol) [Rangos School of Health Sciences]

B. Theme Area Courses

The Theme Area courses provide students with a choice of courses that address specific themes important to the identity of Duquesne University: Creative Arts, Faith and Reason, Global Diversity, and Social Justice. To fulfill the Theme Area requirements, students take one course designated as appropriate for each of the four theme areas. Of the four theme courses, a minimum of two must be taken in the McAnulty College – one offered by the History Department and one offered by the Social Science departments (Economics, Political Science, Psychology, or Sociology). The remaining two courses may be taken in the College or in the other Duquesne University schools.

To be approved by the University Core Curriculum Theme Area Committee, it is expected that proposed Theme Area courses will be open to undergraduate students in all of the schools of the University. Since most students enroll in general education courses in the first two years of their degree programs, the majority of the Theme Area courses are offered at the 100 and 200 levels. Theme Area courses at the 300 and 400 levels may require prerequisites and/or the permission of the instructor. The Theme Area courses can be counted for a major or minor as well as for the University Core.

3 credits in Creative Arts

The study of the Creative Arts is essential to a liberal arts education. It provides students with the opportunity to develop integrative skills and to have creative experiences that enhance overall intelligence. Through formal study of creative processes, students engage in non-linear modes of thinking, problem solving, collaborative achievement, and artistic expression in the fine arts, performing arts, or literary arts.

Learning Outcomes

Upon the completion of the Creative Arts requirement students are able to do #1 and at least one of the remaining four:

1. Demonstrate knowledge acquired by the study and analysis of the formal elements of the arts in a variety of media, and know how these elements are used to create compositions;
2. Identify representative musical works through perceptive listening with attention to various musical forms and periods, and composers and performers;
3. Explain the various facets of theater as an art form, including effective communication; creative expression; critical imagination; principles of form, style and function; and the interdisciplinary nature of dramatic performance, which includes writing, acting, directing, lighting, designing, and costuming;
4. Describe the visual arts (painting, architecture, sculpture, drawing, printmaking, and design) in various societies, with a focus on major artists, artistic styles and movements, employing both formal analysis and contextual methodologies;
5. Apply elements, skills, techniques, media, and processes that are appropriate for the fine arts, performing arts, and/or literary arts.

3 credits in Faith and Reason

Throughout history the relationship of faith and reason has often informed the ways in which individuals search for truth and understand the world and their own humanness. In courses concerned with the arts, cultural history, literature, the natural world, social and political thought, philosophy, and theology, students study how the interactions of religious faith and reason have been expressed and their relationship understood.

Learning Outcomes

Upon the completion of the Faith and Reason requirement, students are able to do at least one of the following:

1. Demonstrate recognition of how the relationship of religious faith and reason in a particular society affects its cultural life, such as its arts and its social, economic, and political systems;
2. Identify themes addressed by religious faith and philosophy or the sciences and apply relevant methods for considering those shared themes;
3. Explain major historical developments in the relationship of Christian theology and the sciences, with attention to how the conceptions of their relationship affect personal and societal life;
4. Describe the complex relationship between rationality and religious faith, through a focused exploration of a particular historical or philosophical period, a significant thinker, or a selection of literary works;
5. Articulate how religious faith can play a role in the critical analysis of social problems and in the choice of actions for their resolution;
6. Explain how intellect, affect, moral development, and religious faith work together in learning and find expression in works of literature, of literature and film, and in the other arts.

3 credits in Global Diversity

Knowledge of the world's peoples contributes to students' development as global citizens. The focus of this theme area is on concepts of cultural and social identity. The purpose is to investigate diversity within global, national, and local contexts, thereby enabling students to engage issues from different points of view. Diversity may be explored in a variety of ways, for example, through the study of historical developments; of linguistic, literary and artistic expressions; of geographical, social, political, and economic systems; and of religious, spiritual, and ethical themes.

Learning Outcomes

Students who fulfill the "Global Diversity" requirement are able to do at least one of the following:

1. Identify the historical forces that have contributed to the current global systems and these systems' consequences for humanity and/or the environment;
2. Explain how the theoretical approaches of the social sciences analyze and evaluate the impact of social class, race and/or gender on self and group identity and people's responses to diversity;

3. Communicate effectively about major social and cultural trends of people living in non-Western regions, such as their religious, economic, and political patterns;
4. Articulate reasons for the presence of minority and/or historically marginalized groups in the United States and/or other Western countries;
5. Demonstrate knowledge of linguistic diversity within and outside U.S. borders through the study of a modern non-English language beyond the 200 level, with attention to the culture of at least one population that speaks that language.

3 credits in Social Justice

Courses in this theme area emphasize social justice values because these values play an integral role in the formation and education of students as agents for ethical change. Through this requirement students are assisted in learning how to be informed global citizens and to take responsibility for being informed and productive participants in the life of society.

Learning Outcomes

Students fulfilling the Social Justice requirement are able to do #1 and at least one of the remaining five:

1. Articulate the importance of being informed, active, critical, questioning citizens in a complex globalizing society;
2. Demonstrate comprehension of the varied meanings of justice, both in theoretical terms and in practical application, at home and abroad;
3. Explain the basis for defending the dignity of *all* persons regardless of race, gender, sexual orientation, class, or national origin, and identify theoretical challenges and practical implications in making such a defense today;
4. Demonstrate the application of reasoning and other reflective skills to make judgments about what ought to be done in a situation in the light of what is morally/ethically at stake in the situation;
5. Analyze social justice issues by applying social science theories and research methods;
6. Examine how social, political and economic institutions can support or undermine a justly ordered society through the study of one or more of the following: political repression, economic inequality, environmental degradation, or social discrimination on the basis of race, gender and/or class.

C. Service-Learning Requirement

(0 credits, one course, with service incorporated into it)

The mission of Duquesne University calls for service of others by persons with consciences sensitive to the needs of society. As part of the University Core Curriculum, every student will take a minimum of one course that includes a required service-learning component. McAnulty College and each school will provide students with courses that incorporate service. (Service-Learning courses add no credits to the University Core Curriculum requirements.)

Description

Service-Learning courses can take a variety of forms, but all offer students community-based approaches to teaching and learning by expanding classroom education through extension into the community. By providing students with an opportunity to frame theoretical learning in real-life settings, service-learning leads students to broaden their horizons and to change their perspectives on their participation as citizens of a diverse democracy. The “SL” designation presumes that the course utilizes a methodology that combines academic instruction, meaningful service, and critical reflective thinking to promote student learning and civic responsibility.

Learning Outcomes

Upon completion of the Service-Learning requirement, students are able to

1. Demonstrate comprehension of discipline-specific content informed by their experiences of serving in the community;
2. Recognize and reflect critically on the connections between theory and practice.

Determining “SL” Courses

To receive the “SL” designation all courses, including degree required internships and field education experiences, must be approved as meeting the University’s Service-Learning criteria by the Service-Learning Advisory Committee’s subcommittee charged with vetting courses proposed for a SL designation.

Course Criteria**A. Preparation/Course Design:**

1. Clear connections exist between service activities and proposed learning objectives;
2. The academic rigor of the course is enhanced, not weakened, through use of service-learning;
3. Reflection activities are written into the syllabus, structured, and scheduled regularly throughout the course;
4. Rubrics for evaluating reflection activities are provided on the syllabus;
5. Students are oriented to the agency in which they serve and to the course project.

B. Action/Service Performance:

1. Service activities are mandatory;
2. Students perform on-going service with a minimum of 10 hours devoted to service activities (however, 15 hours or more would allow the students to develop meaningful relationships with community organization staff and/or clients). This recommendation is appropriate for courses comprised of 3 credit hours.
3. Classroom sessions may be designated for student visits at Service-Learning sites (policies vary by schools/departments).

C. Reflection:

1. Students engage in carefully designed reflection activities that address the service, the discipline, and their own experiences in ways that encourage further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility;
2. The reflection activities are required pre-service, throughout the service, and post-

service;

3. Reflection activities are usually graded.

D. Reciprocity:

1. The service provided by the student is determined by the faculty member and the community partner;
2. Both the student and community partner benefit from the service;
3. The provided service helps to meet the organization's overall goal and is not harmful or wasteful of the student's or the organization's time;
4. Faculty, students, and community members implement sustainable service partnerships and/or projects;
(Examples of such sustainability include, but are not limited to
 - Service-Learning partnerships that continue over many semesters, allowing continual provision of service, albeit course participants change each semester;
 - Projects that include educational activities (such as grant writing) that allow community organizations to continue running said projects;
 - Plans to implement continued service through groups other than the current SL course participants (such as University student organizations);
 - The creation of "user manuals" or "handbooks" that provide explanations of how community partners can continue to administer programs or sustain products designed by students in SL courses.)

E. Evaluation/Assessment:

1. Faculty members assess the student learning outcomes of the service experience.
2. Academic credit is not assigned to the service performed.
3. Students earn credit by displaying increased knowledge of academic content through the framework of service and reflection.

Mechanism of Implementation

McAnulty College and the Duquesne schools that have baccalaureate programs are responsible for developing Service-Learning courses. The Office of Service-Learning (OSL) provides support to faculty teaching SL courses through course design consultation and community partnership facilitation. OSL coordinates Service-Learning initiatives on campus and is advised by the Service-Learning Advisory Committee, which is comprised of faculty representatives from the College and Duquesne schools and from the community. A subcommittee of this Advisory Committee assesses course syllabi and assigns the SL course designation to the courses that meet the specified criteria. (SL proposals with accompanying syllabi are to be submitted to the Director of the University Core Curriculum.)

The Office of Service-Learning will

1. Collaborate with McAnulty College and the Duquesne schools in the development of SL courses and the formation of partnerships in the local and global community.
2. Seek guidance from the Service-Learning Advisory Committee.
3. Coordinate faculty development opportunities and make SL instructional resources available.
4. Collaborate with the Center for Teaching Excellence on new faculty orientation to SL.

The Service-Learning Advisory Committee will

1. Designate a subcommittee responsible for approving the "SL" designation to courses proposed as Service-Learning courses.
2. Guide the institutionalization learning through service at the University.

D. Information Literacy Requirement

(One credit, unless embedded in a course)

Information literacy is an intellectual framework for identifying, finding, understanding, evaluating, and using information. The mastery of these skills is essential for lifelong learning and is the foundation of Duquesne University's special trust of seeking truth and disseminating knowledge within a moral and spiritual context. Courses within the student's major will build on the introductory skills learned in the basic Information Literacy class.

Learning Outcomes

Upon completion of this requirement, the students are able to

1. Determine the extent of information needed for a project;
2. Access the information needed effectively and efficiently;
3. Evaluate information and its sources critically;
4. Incorporate selected information into a knowledge base;
5. Use information effectively to accomplish a specific purpose;
6. Communicate the information retrieved by creating documents using appropriate computer software programs;
7. Discuss basic computer security, privacy and ethics issues.

Courses

The Information Literacy component is satisfied by the successful completion of one of the following courses:

UCOR 030 - Research & Information Skills Lab [1 UCOR Credit], (McAnulty College)

EDLTT 101 - Introduction to Technology [1 UCOR Credit], (School of Education)

MUTK 101 - Computers for Musicians [1 UCOR Credit], (Mary Pappert School of Music)

E. Writing-Intensive Requirement

(0 credits; four courses with a writing emphasis)

The intention of the writing-intensive requirement is for students to build on the college writing skills learned in the English composition courses (UCOR 101 and 102) and to develop advanced writing abilities in order to communicate with the general society as well as with professionals within their major field of study. In order to graduate, a student must have completed a minimum of four Writing-Intensive courses (hereafter WIC) beyond the two-semester University Core writing sequence. At least two of the courses must be taken in the student's major field during undergraduate course work.

Criteria

1. At least one third of the final grade in each WIC must be based upon students' written work. This component of the final grade is based on multiple assignments spanning the semester.
2. Instructors of WICs are encouraged to have students produce written work typical of the discipline of the course. Such writing assignments may include, but are not limited to, research papers, "white papers," interpretive papers, case studies, position papers, critical analyses, proposals, grant applications, reports, lesson plans with justifications, synthesis projects, scientific journal articles, medical documents, business letters and memoranda, editorials, literature reviews, reviews of performances or exhibits, book reports, and reflections on Service-Learning.
3. Students are to receive timely feedback on their writing so that they can revise their assignments. Instructors should emphasize the importance of revision by grading written work holistically, taking into consideration the writing process as a whole.
4. WIC instructors are expected to spend some time teaching writing conventions particular to their disciplines and articulating expectations for written work relevant to the overall learning outcomes of the course. For example, students may be asked to do pre-writing exercises, analyze and discuss written work, and/or evaluate their peers' or their own writing using grading guides such as checklists or rubrics.
5. The University Writing Center Director, the Director of First-Year Writing, and the Center for Teaching Excellence will provide assistance to instructors of Writing-Intensive courses who seek to incorporate writing more effectively into their classes and to build upon the skills students have learned in the University Core writing classes.

Learning Outcomes

Upon completion of the writing-intensive requirement, students are able to

1. Produce writing that demonstrates critical reading of texts and an awareness of audience at an advanced undergraduate level;
2. Write according to the conventions and in the various genres of their discipline;
3. Demonstrate the ability to consult and learn from writing resources and to revise their own work with an understanding of the characteristics of quality writing, especially writing within their field of study;
4. Adhere to University and school/College policies on academic integrity and incorporate sources responsibly into their writing by consistently using the appropriate professionally-sanctioned citation and documentation format.

Appendix

Course Descriptions for Discipline-Specific Courses

6 credits in English Composition

UCOR 101 – Thinking and Writing Across the Curriculum

An introduction to the expectations and practices of academic writing; UCOR 101 introduces students to the principles of rhetoric. Students learn how to identify audiences and create arguments that rely on logic, a credible voice, and that take into consideration an audience's values. Through reading nonfiction prose students engage in critical thinking and analysis and write between three and six papers (totaling between 16–25 pages of final-draft writing) with careful attention to the process of invention, drafting, and feedback. Students will also learn how to incorporate other voices into their own writing and how to properly document their use of those outside sources.

UCOR 102 – Imaginative Literature and Critical Writing

An introduction to imaginative literature and to critical techniques for interpreting imaginative literature; in this course students apply the academic-writing and critical-thinking skills they developed in UCOR 101 to the analysis of literature. Reading and analyzing texts from the three primary genres of literature (poetry, fiction, and drama) and perhaps other genres such as film, students will write 16–25 pages of literary analysis resulting from a serious engagement with the writing process as initially introduced in 101. In 102, moreover, students will be asked to use scholarly sources in a research paper on literature and to continue to sharpen their documentation skills.

3 credits in Mathematics

UCOR 111 – Problem-Solving with Creative Mathematics

This course provides an exploration on problem solving techniques. Mathematical literacy is addressed through group work, research and presentations. Topics include basic elements of statistics and probability, number theory, general mathematical law, logic, Venn diagrams and graph theory. Students take solutions to problems and try to generalize and construct mathematical formulas. The course attempts to help students become aware of the contributions of mathematics to culture in the form of traditional and ancient mathematical puzzles and theorems.

(Other Mathematics courses can fulfill the UCOR mathematics requirement, depending on the student's major and the mutual agreement of the schools/departments.)

3 credits in Natural Science

UCOR 121 – Biology

Evolution, inheritance, and the interrelation of energy, life and the physical environment provide the unifying themes of this course. Each of these is examined from multiple levels of organization – from the molecular to the biosphere – demonstrating the diversity of life within which the commonality of life forms is found. Societal issues to be considered

include those critical to effective citizenship in our changing world such as disease, reproduction, genetics, genetic engineering, and ecology.

UCOR 122 – Chemistry

The fundamental concepts of structure, bonding, properties and chemical reactivity are presented through lecture and classroom experimentation, the chemical dimensions of selected social issues of current importance in the areas of environmental chemistry, energy technology and food production are examined.

UCOR 123 – Physics

Through lecture and classroom demonstration, students investigate the fundamental notions of mechanics: motion, inertia, force, momentum and energy. Emphasis is placed on the great Newtonian synthesis of the 17th century. With this foundation, students are prepared to address topics chosen from among the following: properties of matter; heat and thermodynamics; electricity and magnetism; light and modern physics. This course introduces students to the analytical processes of the scientific method and also helps students to recognize applications to the physics involved in everyday life.

UCOR 124 – Earth Science

A survey for non-science majors of the Earth in relation to its physical composition, structure, history, atmosphere and oceans. How each impacts humans and how humans have an influence on the processes of the Earth, its oceans, and its atmosphere.

Students may also fulfill the Natural Science requirement by taking one of the following courses that are usually offered one semester each academic year:

UCOR 125 – Astronomy

UCOR 126 – Energy and the Environment

UCOR 127 – The Big Bang Theory and Beyond/Cosmology

UCOR 129 – Special Topics in Science

UCOR 170 – Roller Coaster Science

(Other science courses can fulfill the UCOR science requirement, depending on the student's major and the mutual agreement of the schools/departments.)

3 credits in Philosophy

UCOR 132 – Basic Philosophical Questions

Philosophy, “the love of wisdom,” is a discipline for discussing basic questions about ourselves and our world. Students read selected works by major figures throughout the history of philosophy and are encouraged to formulate their answers to perennial philosophical questions.

3 credits in Theology

UCOR 141 – Biblical and Historical Perspectives

A study of Christian theology that examines the historical, literary, and theological aspects of a select number of biblical texts and discusses their contemporary relevance.

UCOR 142 – Theological Views of the Person

A study of theology through an investigation of the question: “What does it mean to be human?” Students engage this question in relationship to self, others, the world, and the Divine with attention to Roman Catholic and other Christian views in dialogue with other religious teachings (e.g. those of Judaism, Islam, Buddhism).

UCOR 143 – Theology: Global and Cultural Perspectives

A study of theology through analysis of the cultural and global influences that shape its thought and practice. Christianity is considered from either the perspective of its interaction with the world's religions, or through dialogue with the social sciences.

3 credits in Ethics

UCOR 151 – Philosophical Ethics

A study of important ethical theories, past and present, and some of their applications to concrete issues.

UCOR 152 – Theological Ethics

A study of central issues of religious ethics (moral theology), including methodological and practical concerns, with a focus on the Christian tradition and with some attention to other approaches.

UCOR 207 – Medical Ethics (Option approved for Rangos Health Science students)

Ethical questions that arise in medical care and research are examined. Possible topics: doctor/patient relation, informed consent, and euthanasia.

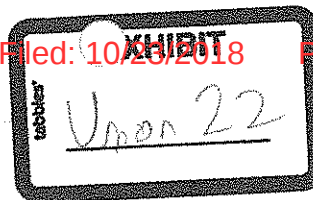
UCOR 253 – Health Care Ethics (Option approved for Rangos Health Science students)

A study of practical and theoretical issues in the ethics of health care with attention to theological responses.

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**DUQUESNE
UNIVERSITY**McANULTY COLLEGE AND GRADUATE SCHOOL OF LIBERAL ARTS
OFFICE OF THE DEAN
210 COLLEGE HALL600 FORBES AVENUE
PITTSBURGH, PA 15282
tel 412.396.6388 fax 412.396.4839
www.duq.edu/liberalarts

Monday, November 14, 2011

[REDACTED]
[REDACTED]
[REDACTED]

Dear [REDACTED]

In accordance with the authority delegated to me by the Board of Directors and the President of Duquesne University, I am pleased to offer you the following terms of your part-time, non-tenured agreement for the spring semester of the 2011-2012 academic year.

Your appointment will be as an Adjunct Lecturer in the Department of English, and your base salary will be \$2,556.00. Unless otherwise requested by you and agreed to by the University, your salary will be paid in eight biweekly installments beginning Friday, January 27, 2012. To ensure that your stipend is paid on time, please contact the Office of Human Resource Management before Friday, January 06, 2012 to see that all necessary tax forms are completed.

The term of this temporary, non-tenured agreement is one semester. Your teaching assignment will be as indicated below. If this teaching assignment or any portion thereof is cancelled for any reason, including inadequate enrollment, the University reserves the right to cancel this appointment. The University retains sole discretion in defining inadequate enrollment.

I look forward to your being a part of our academic program for the 2012 spring semester. Kindly indicate your acceptance of the terms set forth herein by signing the enclosed copy and returning it to me as soon as possible, but no later than Friday, November 18, 2011.

Yours sincerely,

James C. Swindal, Ph.D.
Acting Dean

cc: Dr. Magali C. Michael, Chair, Department of English

Course: UCOR 102-32 Imaginative Literature & Critical Writing 3 Credits

I accept this appointment to the part-time faculty of Duquesne University under the above conditions.

Signature

DateD00144755
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EACLibrary_SES Spring 2013

Preview Survey: INSTR_EACH_Student Evaluation Survey_OnLineSP13

Preview Survey: INSTR_EACH_Student Evaluation Survey_OnLineSP13

Description

Instructions Please complete the 38 question Student Evaluation Surveys (SES) for the Instructor identified at the top of the page. Results of the SES are anonymous and confidential. Your instructor will not see the tabulated results or the summary of the student comments until course grades have been submitted to the Registrar's office.

DO NOT USE YOUR BROWSER BACK BUTTON TO EXIT THIS SURVEY; you will lock the survey and be unable to complete it.

Click on the SUBMIT button to submit the evaluation.

When you receive the confirmation page for your SES submission, you can print the page for confirmation if necessary. Then click on the My Bb Home p of the page to exit the survey.

Multiple Attempts Not allowed. This Survey can only be taken once.

Force Completion This Survey can be saved and resumed later.

Save All Answers

Save and Submit

Question 1

Save Answer

Current Class Standing:

- ☐ a. Freshman
- ☐ b. Sophomore
- ☐ c. Junior
- ☐ d. Senior
- ☐ e. Graduate

f. Other

Save Answer

Question 2

This course was:

- ☐ a. Required
- ☐ b. Elective
- ☐ c. Other

Save Answer

Question 3

This course is:

- ☐ a. 1 Credit
- ☐ b. 2 Credits
- ☐ c. 3 Credits
- ☐ d. 4 Credits
- ☐ e. 5 Credits
- ☐ f. 6 Credits
- ☐ g. 7 Credits
- ☐ h. Other

Save Answer

Question 4

As compared to other courses, I found the level of difficulty of this course to be:

- ☐ a. Less Difficult
- ☐ b. More Difficult
- ☐ c. About the same

Save Answer

Question 5

I enrolled in this course because:

- ☐ a. Requirement for Major
- ☐ b. Requirement for Degree
- ☐ c. Elective in Major
- ☐ d. Free Elective

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Question 6

Save Answer

Hours per week devoted to this course outside of class:

- ☐ a. 0
- ☐ b. 1-2
- ☐ c. 3-4
- ☐ d. 5-7
- ☐ e. 8-10
- ☐ f. 11+

Question 7

Save Answer

Percentage of my engagement with online course activities:

- ☐ a. 100%
- ☐ b. 95%
- ☐ c. 90%
- ☐ d. 85%
- ☐ e. 80%
- ☐ f. 75% and less

Question 8

Save Answer

I would assess the effort I made in this course as:

- ☐ a. Minimal
- ☐ b. Some effort
- ☐ c. A little more than usual
- ☐ d. A great deal of effort

Question 9

Save Answer

Expected grade in this course:

- ☐ a. A
- ☐ b. A-
- ☐ c. B+
- ☐ d. B
- ☐ e. B-
- ☐ f. C+

- ☐ g. C
- ☐ h. D
- ☐ i. F
- ☐ j. Incomplete
- ☐ k. Don't know
- ☐ l. Pass
- ☐ m. Fail

Question 10

Save Answer

The grade I deserve in this course is:

- ☐ a. A
- ☐ b. A-
- ☐ c. B+
- ☐ d. B
- ☐ e. B-
- ☐ f. C+
- ☐ g. C
- ☐ h. D
- ☐ i. F
- ☐ j. P

Question 11

Save Answer

Cumulative GPA:

- ☐ a. None (New Student)
- ☐ b. Less than 2.0
- ☐ c. 2.0 - 2.49
- ☐ d. 2.5 - 2.99
- ☐ e. 3.0 - 3.49
- ☐ f. 3.5 - 4.0

Question 12

Save Answer

The instructor helped me to understand the material in this course.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree

- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 13[Save Answer](#)

The instructor was enthusiastic about teaching.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 14[Save Answer](#)

The assignments were helpful in acquiring a better understanding of course objectives.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 15[Save Answer](#)

The instructor treated students with respect.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 16

Save Answer

The instructor encouraged students to seek help if needed.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 17

Save Answer

The instructor used methods that help students learn.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 18

Save Answer

The instructor created a learning environment in which students felt comfortable asking questions.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 19

Save Answer

The instructor made it clear how students would be assessed.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 20[Save Answer](#)

The instructor returned graded materials within an appropriate time frame.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 21[Save Answer](#)

The instructor helped me to understand the relevance of this course.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 22[Save Answer](#)

The instructor challenged me intellectually.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree

- ☐ 6. Strongly Agree
☐ 7. Not Applicable

Question 23

Save Answer

Assistance from the instructor was readily available if I sought help.

- ☐ 1. Strongly Disagree
☐ 2. Disagree
☐ 3. Mildly Disagree
☐ 4. Mildly Agree
☐ 5. Agree
☐ 6. Strongly Agree
☐ 7. Not Applicable

Question 24

Save Answer

The instructor provided constructive feedback on course assignments and exams.

- ☐ 1. Strongly Disagree
☐ 2. Disagree
☐ 3. Mildly Disagree
☐ 4. Mildly Agree
☐ 5. Agree
☐ 6. Strongly Agree
☐ 7. Not Applicable

Question 25

Save Answer

The course material was presented at an appropriate level of understanding.

- ☐ 1. Strongly Disagree
☐ 2. Disagree
☐ 3. Mildly Disagree
☐ 4. Mildly Agree
☐ 5. Agree
☐ 6. Strongly Agree
☐ 7. Not Applicable

Question 26

Save Answer

The instructor responded to my communications in a timely manner.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 27

Save Answer

The instructor's use of examples helped to get points across during the course.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 28

Save Answer

The instructor was well prepared for the course.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 29

Save Answer

The instructor stimulated my thinking.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 30

Save Answer

The instructor was helpful in advancing my knowledge or skills.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 31

Save Answer

The assignments were challenging at an appropriate level for the course.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 32

Save Answer

The instructor helped me consider alternative perspectives on the topics presented.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 33[Save Answer](#)

The instructor's explanations were clear.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 34[Save Answer](#)

Communication with the instructor was helpful.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 35[Save Answer](#)

The instructor was concerned with whether or not the students learned the material.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 36[Save Answer](#)

The objectives of the course were well explained.

- ☐ 1. Strongly Disagree
- ☐ 2. Disagree
- ☐ 3. Mildly Disagree
- ☐ 4. Mildly Agree
- ☐ 5. Agree
- ☐ 6. Strongly Agree
- ☐ 7. Not Applicable

Question 37

Save Answer

Question: What aspects of the instructor's teaching were most effective?

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[Image Icons] [List Icons]

Path: body

Question 38

Save Answer

Question: How could this instructor improve his/her teaching effectiveness?

Normal 3 Arial B I U ~~abc~~ x₂ x² [List Icons]

[Image Icons] [List Icons]

Path: body

Save and Submit

Click Save and Submit to save and submit. Click Save All Answers to save all answers.

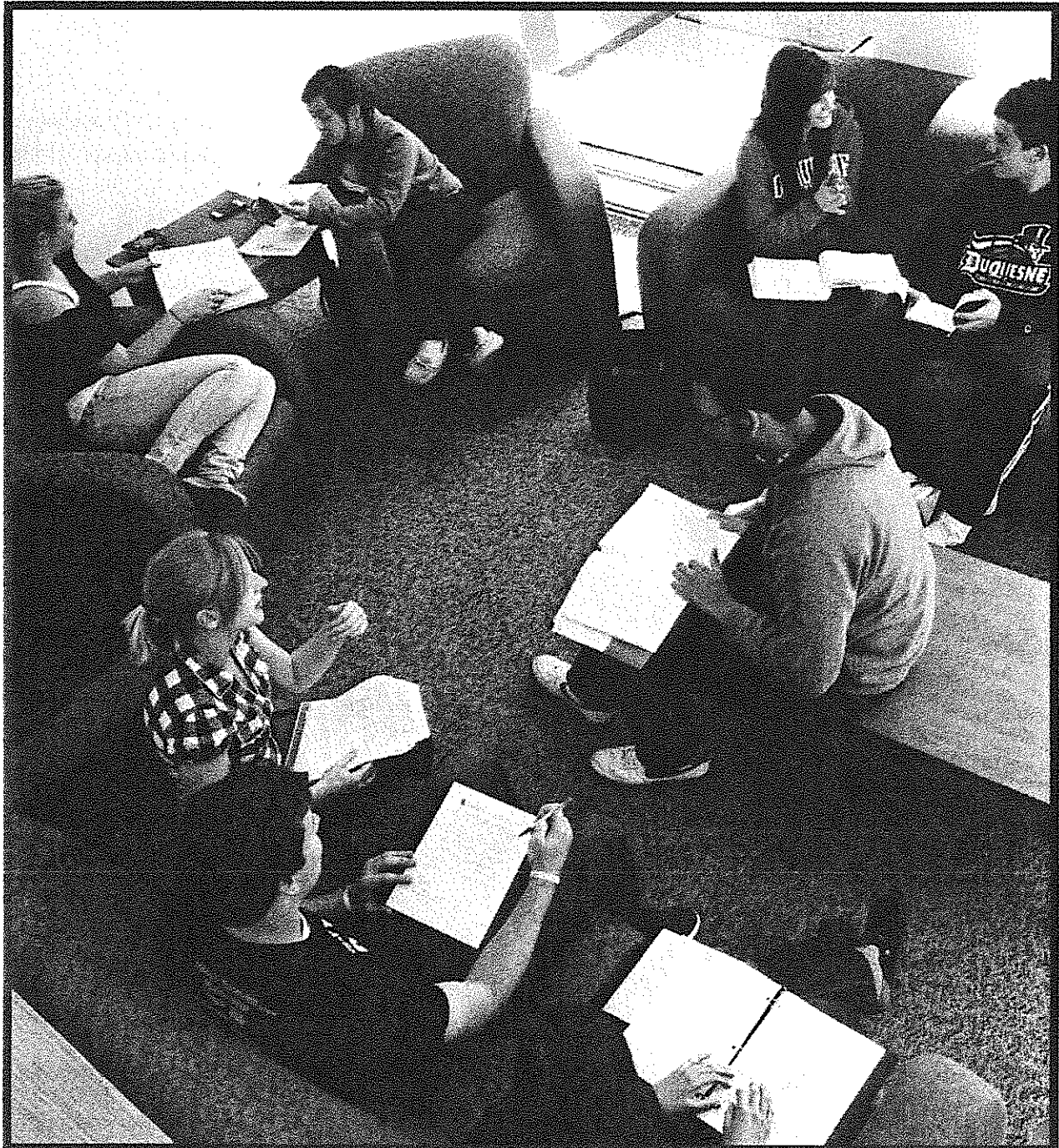
Save All Answers

Save and Submit



FACULTY RESOURCE GUIDE

2013-2014



INTRODUCTION

We at the Center for Teaching Excellence (CTE) have prepared this *Faculty Resource Guide* so that you might have basic information at your fingertips in order to succeed in your faculty career and promote your students' learning.

This *Guide* is divided into three sections: University Mission and Goals, Faculty Resources, and University Policies. The information is current as of May, 2013.

We recommend that you peruse the entire guide so that you will know how to use it as a resource throughout the coming year. The *Guide* is updated annually, and is posted on the CTE home page: www.duq.edu/cte. Using the online version allows you to link directly to more information.

Please note that this is not the same as the official *Faculty Handbook*, which sets forth the policies of Duquesne University, and delineates the rights and responsibilities of faculty. The *Faculty Handbook* and other academic policies are found at www.duq.edu/academic-affairs.

CTE provides additional resources on university teaching and learning, and successful academic careers both online at www.duq.edu/cte and in print through a Gumberg Library/CTE special collection. (Search DuCat catalogue at www.duq.edu/library.)

We hope that you will find the *Faculty Resource Guide* helpful in your work at Duquesne, and we welcome your suggestions for future editions.

Dr. Laurel Willingham-McLain
Director, Faculty Development & Teaching Excellence
Center for Teaching Excellence
Murphy Building, 20 Chatham Square
412-396-5177
willingham@duq.edu

(July, 2013)

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DUQUESNE
UNIVERSITY

MISSION AND GOALS

MISSION AND GOALS STATEMENT

"SPIRITUS EST QUI VIVIFICAT"

Since, as the motto of Duquesne University proclaims, "It is the Spirit who gives life," this Statement of Mission and Goals should be understood in its entirety in the spirit of its aspiration and in the hopefulness of its motivation, which sustain both the life of the mind and the life of the spirit that ultimately constitute a university.

MISSION

Duquesne University of the Holy Spirit is a Catholic University, founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious. Duquesne serves God by serving students—through commitment to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the Church, the community, the nation, and the world.

GOALS

As a consequence of its mission, Duquesne University sets for itself the following specific objectives and general goals:

Academic Excellence

Duquesne emphasizes excellence in both undergraduate and graduate education and recognizes the strong interdependence between the two. It is committed to providing its undergraduate students with a curriculum based on goodness, beauty, and wisdom; on the dignity of the person; and on the order of nature. It is equally committed to providing education of the highest quality in liberal and professional disciplines to prepare both undergraduate and graduate students for the responsibilities of leadership as experts and specialists.

As a consequence, Duquesne encourages, supports and rewards a faculty distinguished by excellent teaching, by significant scholarship and research, by artistic creativity, by University service, and by professional and community activities. It strives to maintain a free and mutually supportive community characterized by respect and concern for students as individuals; by acknowledgment of the value of a faculty, administration and student body of diverse background, interest and accomplishment; and by orientation toward the betterment of each other and of the larger communities which the University serves.

Therefore, a basic goal of Duquesne University is to support a community dedicated to the discovery, enhancement, and communication of knowledge and to the free and diligent pursuit of truth, in order to provide society with men and women able and willing to act as wise, creative, and responsible leaders.

Moral and Spiritual Values

It is Duquesne University's special trust to seek truth and to disseminate knowledge within a moral and spiritual framework.

As a Catholic University, Duquesne is dedicated to fostering an environment that invites, but does not conscript, participation in its spiritual life.

As a private University, Duquesne manifests its liberty to foster in all its disciplines the wise and diligent exploration of values, and to challenge its students to examine the moral and ethical foundations of their thought and action, and to develop their personal values and ethical commitment.

As a University of Spiritan heritage, Duquesne is dedicated to inspiring in its students and alumni, in its faculty and administration, the willingness to transcend all frontiers in order to promote the liberation of humanity from everything that offends against human dignity and freedom.

Therefore, a basic goal of Duquesne University is a commitment to the preparation of leaders distinguished not only by their academic and professional expertise but also by their ethics, and guided by consciences sensitive to the needs of society.

An Ecumenical Atmosphere

Openness has been the hallmark of Duquesne's intellectual tradition.

The University will continue to seek truth through various means, to receive insights from diverse schools of thought, and to provide an ecumenical community for the dialogue of students and teachers of all beliefs.

Therefore, a basic goal of Duquesne University is to provide an environment open to ecumenism in its most profound and meaningful form.

The Spirit of Service

Service has been one of the purposes of the University since its beginning.

Besides seeking to instill the spirit of service in its students, Duquesne, as an institution, reaffirms its responsibility to provide educational opportunities for students with special financial, educational and physical needs.

Therefore, a basic goal of Duquesne University is to extend educational opportunity to students with special needs.

World Concerns

Duquesne strives to cultivate in its students the understanding that their destiny is related to that of their community, their nation, and their world, and works to build an attitude of service rather than one that is self-serving. As a consequence, Duquesne supports academic programs concerned both with the preservation of cultural traditions and with the contemporary realities of global needs and international responsibilities for peace, justice, and freedom.

Therefore, a basic goal of Duquesne University is to promote world community through the development of an international and intercultural academic vision.

Contact:

Fr. Ray French, C.S.Sp.
Vice President for Mission
502 Administration Building
french@duq.edu
412-396-5286

DIMENSIONS OF A DUQUESNE EDUCATION

www.duq.edu/about/administration/academic-affairs/dimensions

DIMENSIONS	ACADEMIC COMPONENTS	STUDENT LIFE COMPONENTS
UNDERSTANDING AND KNOWLEDGE	<ul style="list-style-type: none"> Understand the nature of the human experience through the lens of liberal arts, creative arts, and sciences Know essential ideas, skills, and methodologies required by specific disciplines 	<ul style="list-style-type: none"> Understand the nature of the human experience through the lens of engagement on campus and in the community Draw parallels between academic knowledge and co-curricular engagement Develop essential ideas, skills, and methodologies for life management, civic engagement, and interpersonal effectiveness
INTELLECTUAL INQUIRY AND COMMUNICATION	<ul style="list-style-type: none"> Demonstrate effective research and communication skills Apply critical thinking and problem-solving skills Demonstrate intellectual curiosity Exhibit dedication to continuous growth and to excellence 	<ul style="list-style-type: none"> Demonstrate effective intrapersonal and interpersonal communication skills Apply critical thinking and problem-solving skills in real world settings Demonstrate intellectual curiosity Exhibit dedication to continuous growth and to excellence Participate in campus and community programming which extends learning opportunities
ETHICAL, MORAL, AND SPIRITUAL DEVELOPMENT	<ul style="list-style-type: none"> Recognize the importance of faith and spiritual values Apply ethical, moral, and spiritual principles in making decisions and interacting with others Practice honesty and integrity in personal, academic, and professional domains Respect the dignity of all persons 	<ul style="list-style-type: none"> Recognize the importance of faith and spiritual values Apply ethical, moral, and spiritual principles in making decisions and interacting with others Practice honesty and integrity in personal, academic, and professional domains Respect the dignity of all persons Actively embrace opportunities to understand social justice and root causes of social concerns
DIVERSITY AND GLOBAL MINDEDNESS	<ul style="list-style-type: none"> Demonstrate appreciation of diverse cultures, religions, and persons Learn from diverse schools of thought and be open to new ideas and perspectives Appreciate the importance of community in local and global contexts Recognize the individual's potential to effect change in organizations, environments, and society at large 	<ul style="list-style-type: none"> Demonstrate appreciation of diverse cultures, religions, and persons Learn from diverse schools of thought and be open to new ideas and perspectives Appreciate the importance of community in local and global contexts Recognize the individual's potential to effect change in organizations, environments, and society at large Cultivate awareness of diversity and also cultural competencies
LEADERSHIP AND SERVICE	<ul style="list-style-type: none"> Demonstrate the academic and professional expertise needed to be leaders Understand the moral and ethical framework necessary to be a just leader Exhibit leadership and teamwork skills Promote social justice Demonstrate a spirit of service, social responsibility, and personal sense of stewardship for the community 	<ul style="list-style-type: none"> Demonstrate leadership in social, service, and community settings Understand the moral and ethical framework necessary to be a just leader Exhibit leadership and teamwork skills Promote social justice Demonstrate a spirit of service, social responsibility, and personal sense of stewardship for the community



DUQUESNE
UNIVERSITY

FACULTY RESOURCES

ACADEMIC ADVISEMENT

Students pursuing undergraduate studies are assigned to an academic advisor who will work with them throughout their undergraduate career at the University. The academic advisor, located in the school in which the student is majoring, acts as a liaison for the student in his/her interaction with all officials throughout the University.

Advisors are trained to assist students in developing and maintaining academic schedules; developing an effective program of studies; learning academic policies; and interacting with professionals in other fields who will assist them in their social, psychological, intellectual and spiritual development. To help maximize their success and satisfaction with university life, students are encouraged to meet with their advisor regularly.

In the case where there is more than one advisor for a school, you can determine the particular advisor to which a student is assigned using Self Service Banner. Faculty may view a student's profile by selecting the student in the Class Roster's General Student link. This profile provides student contact information, academic program, and advisor name. For further information about Self Service Banner, go to www.duq.edu/dori.

www.duq.edu/advisement

DU CARES

THE OFFICE OF ALCOHOL AND OTHER DRUG SERVICES

CARES is the alcohol and other drug consultation and education program on campus.

Faculty and staff are welcome to refer students or to call for information and suggestions about helping a student, friend, or family member about whom there is concern.

SERVICES

Personal consultation is provided for anyone experiencing problems related to the use of alcohol and/or other drugs. People concerned about their own drinking/use or that of someone else are welcome. All services are confidential.

Referrals for evaluations and assessments can be provided to students and employees. Also, students who are required by court to receive an education program are welcome. "Screenings" can be done on campus; and if a person desires or requires an evaluation or assessment, we can help arrange that process.

Referrals to treatment centers or other treatment providers are offered.

Prevention/Education programs are offered to groups, organizations, and academic classes. Topics are adapted to meet specific needs.

Support Group meetings are held on campus for those in recovery or those required to attend for court. Information about Alcoholics Anonymous (AA) and Al-Anon is available, as well as schedules of meetings.

Workshops and inservice sessions are available to groups, departments, and others.

Resource materials including recent articles, books, videos and brochures are available to members of the campus community.

Office hours: 8:30 a.m. - 4:30 p.m. Monday through Friday, with evening hours and programs available.

Services are available at no cost.

Contact:

Daniel Gittins

Ground Floor, Assumption Hall

412-396-5834

Fax: 412-396-6656

gittinsd@duq.edu

CAMPUS BOOKSTORE

The Barnes & Noble at Duquesne University is located on the ground floor of the Power Center. The bookstore website is Duquesne.bncollege.com. Your bookstore manager is John Kachur. He can be reached at 412-434-6626, or at kachurj@duq.edu. We encourage you to please contact the bookstore whenever you have a question, concern, or suggestion.

ORDERING COURSE MATERIALS

Course materials include any items you will be requiring or suggesting that your students have for class including textbooks, recommended reference material, study guides, goggles, lab coats, and dissection kits. It is always important for the bookstore to know the numbers of students needing these items in advance so we have plenty on hand. Personal response system keypads, or "clickers," can also be ordered.

When do I order?

Requests for course materials for summer & fall are due by March 15 and requests for spring are due October 15.

Why are they due so early?

Early orders allow the bookstore to have book information available for new students and parents when they visit campus. It allows time for changes if problems arise in acquiring the titles faculty request. It also provides lead-time for acquiring used books from on-campus students and other sources, helping to reduce the overall book costs. Used books sell for 25% less than new books. Book requests from instructors before finals week allows the bookstore to "buy back" those titles from students for 50% of the purchase price. Students' ability to sell back their books is a major factor in their level of satisfaction with the bookstore and their overall campus experience.

Detailed information about the book ordering process, sources of books and the timeline is available from the bookstore.

How do I request materials for my classes?

Please use the means most convenient for you. We can take your orders in person, by phone or fax, through e-mail or campus mail. We do not require any special forms or formats. We like to have the information as soon as it is decided – there is no need to submit all your classes at once or wait for an entire department to have orders complete. Once you have chosen books for a course, contact Amy Boland, the Text Manager, at :

tm764@bncollege.com

Phone: 412-434-6626

Fax: 412-434-1493

The following information is helpful when placing a course request:

- Instructor's name and contact information
- Course code, course number, and section number: BIOL 111 – 02
- Book information: Author, Title, and ISBN – Will the book be required for students or is it recommended reading, or a resource manual?

- Estimated enrollment for the course – How many students normally enroll? Keep the Bookstore informed if this estimate changes significantly.
- Are there any additional supplies the students will need for class such as study guides, calculators, goggles, dictionary, or software?

How do textbook packages or bundles affect students?

Many publishers try to sell textbook bundles. They will generally include items related to the book such as study guides, online pin codes & CDs. When instructors choose these items for use with the students, bundles can be a cost-effective way to provide additional learning tools. However, if the instructor is not promoting the use of the items it can add unnecessary cost to the students. Also, requesting a package instead of the text alone eliminates the possibility of students purchasing used books because the package can only be purchased new from the publisher. Please consider bundles carefully. We will be happy to help provide any necessary information to help you decide.

How many books will be ordered for my class?

In the Textbook Department, we want to put a book in the hands of every person who wants to buy one. We believe that having *one copy* of every title left on the shelf is a perfect amount. We base the quantity of books ordered on such information as estimated enrollment provided by the faculty member, course history and past sales, and book history (how long it's been in circulation, and the edition or copyright date). We also factor in an estimate of how many students will use other sources for purchasing their books.

How do I know the bookstore has the correct order for my class?

We highly encourage faculty to follow up with us on book orders. We will be happy to discuss our decision making process for your course and consider any special circumstances that may affect student purchasing trends for your class. Three months before classes start we submit a *weekly* department list of orders to each department coordinator. This list will show the books we have entered for each course and its instructor. We ask the coordinators to verify this information and call us with any necessary corrections. You can also check via the website duquesne.bncollege.com. Use the drop down menu to select your course. *Please help us check our work.*

ARE YOU AN AUTHOR?

Please contact the bookstore if you have authored a book. We will feature your book(s) in the Campus Author section in our store.

CUSTOM PUBLISHING SERVICES

The Duquesne Bookstore offers custom publishing services from XanEdu. Extensive details of XanEdu services and requirements for creating your own custom course materials may be found at the company's website: www.xanedu.com. For answers to questions, call 1-800-218-5971.

Custom publishing requires 4–8 weeks from submission of materials to students' hands.

XanEdu provides online tools and content collections you can use to build your CoursePack. Or send your syllabus or bibliography and let them build your digital or print CoursePack for you. Copyright clearance can be costly. The price of royalties is determined by the publisher or right holder and there are no set rules to guide pricing. Royalties can cost anywhere from 20 cents to hundreds of dollars. Requesting royalty estimates can help determine the most cost effective content for your pack. The bookstore will assist at any time as you create the best course materials for your students.

DESK COPIES

Desk copies of textbooks are ordered directly from the publishers. Often they do not arrive in time for review and instructors need to get a copy from the bookstore. Instructors or departments can purchase the copy at the store and return the desk copy from the publisher when it arrives. Please call the bookstore's Text Department to obtain contact information for individual publishers.

FACULTY DISCOUNT

Full-time faculty members receive a 10% discount on purchases when they present a University ID card. The discount is granted for personal purchases. It cannot be applied when using university funds such as a department account or procurement card. This excludes convenience products.

REFUND POLICY

All refunds are based on the product being returned in the same, "like new" condition in which it was purchased. A receipt is required and refunds will be made in the same form of payment as the purchase.

Refund Policy on Textbooks:

- A full refund will be given up to 7 days after the official start day of class each semester.
- A full refund will be given up to 30 days after the official start day of class each semester if proof of schedule change or within 2 days of the purchase.
- Due to the accelerated nature of summer classes and special sessions, there will be a 2-day return policy after the official start day of class. Refunds cannot be honored after this time frame.

BOOK BUYBACK

The Duquesne Bookstore buys books back from students every day. Finals week is the busiest buyback period each semester. The buyback list is determined by book requests from campus instructors. Textbook buyback is based on the demand for each individual book *on campus* and *nationwide*. When a book is used consistently from one semester to the next on campus, the bookstore will purchase from the students to fill the demand for the next semester's course. When we know the book is requested in an upcoming semester, we will pay 50% of the student's purchase price.

If the book has not been requested for the upcoming semester on our campus, we purchase the book at a national value set by the country's wholesale industry. This value varies based on the copyright date, new editions of the title, and overall popularity of the book. We buy the book at that price and sell it to a wholesale company.

HOURS OF OPERATION

Extended Hours: During the start of each semester and special events on campus, the bookstore will have extended hours of operation. Please call for more details or check the posted hours at the door each week.

Academic Year

Mon. – Thurs. 8:00 a.m. to 7:00 p.m.
Friday 8:00 a.m. to 5:00 p.m.
Saturday 9:00 a.m. to 5:00 p.m.
Sunday Closed

Summer Hours

Mon. – Thurs. 8:00 a.m. to 6:00 p.m.
Friday 8:00 a.m. to 5:00 p.m.
Saturday 9:00 a.m. to 5:00 p.m.
Sunday Closed

Contact:

John Kachur
Duquesne University Bookstore
Duquesne.bncollege.com
412-434-6626
Fax: 412-434-1493
e-mail: kachurj@duq.edu or SM764@bncollege.com

CAMPUS MINISTRY AND CHAPEL

Spiritan Campus Ministry offers a variety of services to meet the needs of students, faculty, staff and administrators. Among these are Eucharistic liturgies and other opportunities for private and community prayer, retreats, days of reflection, faith-development experiences, and opportunities for volunteer service. The Rite of Christian Initiation of Adults (RCIA) introduces interested persons to the Catholic Christian faith tradition and welcomes them and baptized Catholics into full communion through Baptism and/or Eucharist and Confirmation. Spiritan Campus Ministry works closely with the Office of Mission and Identity toward the integration of the Catholic Spiritan mission and charism in all areas of the University.

Spiritan Campus Ministry fosters the ongoing development of an atmosphere which values diversity through ecumenical and interfaith dialogue and the celebration of our many racial, ethnic and cultural differences. Campus Ministry supports the spiritual practices of all students and employees, and welcomes interaction with leaders of other faith traditions.

Campus Ministry Schedule

Chapel Masses -	Weekdays	7:45 a.m. and 12:00 noon
	Weekends	Saturdays – 5:30 p.m.
		Sundays – 11:00 a.m. and 9:00 p.m.
Multipurpose Room Towers Mass	Sunday – 6:00 p.m.	
Sacrament of Reconciliation	Monday & Friday – 11:30 to 11:55 a.m.	
	(Other times by appointment – call 412-396-6020)	

The Chapel is open each day from 7:00 a.m. to 2:00 a.m.

The Spiritan Campus Ministry Center, located on the Ground Level of the Towers, is open for student use from 8:30 a.m. – 12 midnight every weekday and from noon – midnight on Saturday and Sunday. The Center includes a campus minister's office, a large gathering room for socializing or group meetings, a café with snacks and beverages, a small kitchen, and a quiet study room. Students, administrators and faculty can reserve a space for special activities by calling 412-396-5045 or 5044.

The Campus Ministry staff, comprised of Spiritan priests, lay ministers, and support staff, is available for a variety of services. Priests and lay ministers offer confidential pastoral counseling, spiritual direction and informal conversation. The Chapel coordinator is available to schedule weddings and other events in the Chapel. The director of music and liturgy welcomes all inquiries regarding participation in the various liturgical ministries, including choir and instrumentalists.

To learn more about Spiritan Campus Ministry, please visit our website at www.duq.edu/campus-ministry or stop in at one of our offices to pick up our brochure. All schedule changes, activities and events are posted in various campus locations, in the Sunday bulletin, and on our website.

Contact:

Fr. Daniel Walsh, C.S.Sp.
 Director of Campus Ministry and University Chaplain
 412-396-6020
walshd@duq.edu

CENTER FOR TEACHING EXCELLENCE

CTE helps faculty and TAs excel as teacher-scholars deeply invested in students' learning

Founded in 1989 as a faculty initiative, the Center for Teaching Excellence (CTE) fosters a culture of teaching and learning to enhance the Duquesne community's focus on academic excellence. Central to CTE's work is the belief that excellent teaching is an art that grows through scholarship, practice, reflection, and collaboration.

CTE supports Duquesne faculty and TAs through confidential teaching consultations, course observations, workshops, retreats, and faculty learning groups. The Center organizes orientations to introduce new full-time faculty, adjunct faculty, and teaching assistants to Duquesne. CTE also oversees the non-credit Certificate of University Teaching for graduate students preparing to become faculty.

In addition to compiling this *Faculty Resource Guide*, CTE provides resources on university teaching and learning, and on successful academic careers both online at www.duq.edu/cte and in print through a Gumberg Library/CTE special collection. (Search DuCat catalogue at www.duq.edu/library.)

With the support of the Provost's Office, CTE recognizes excellence through the Creative Teaching Award for faculty, the Graduate Student Award for Excellence in Teaching, and Faculty Funding for Presentations on Multicultural College Teaching and Learning.

CTE collaborates closely with the Office of Service-Learning and Gumberg Library. Leaders from the various schools, Duquesne University Press, Writing Center, Educational Technology, and Student Life, among others, regularly lead CTE sessions. CTE provides support and resources for the campus-wide student learning assessment initiative through the Academic Learning Outcomes Assessment Committee. (www.duq.edu/aloa)

Our approach at CTE is a personal one. We promote excellence in teaching by getting to know our faculty and TAs, learning from them, fostering their leadership, and bringing people together from across the University.

If you want to help promote teaching excellence at Duquesne, we invite you to contact us. Each year, many Duquesne faculty, teaching assistants, administrators and staff co-lead sessions for their colleagues. Your leadership is key to the Duquesne culture of teaching and learning.

Contact:

Center for Teaching Excellence
Murphy Building, 20 Chatham Square
(near Power Center)
412-396-5177
cte@duq.edu
www.duq.edu/cte

Dr. Laurel Willingham-McLain
Director, Faculty Development & Teaching Excellence
willingham@duq.edu

Dr. Steven Hansen
Associate Director for
Faculty Development
hansens@duq.edu

Karen Krzywicki
Assistant to the Director
cte@duq.edu

Erin Rentschler
University Instructional Consultant
rentschlere@duq.edu

Michael McGravey
Instructional Consultant for TAs
mcgraveym@duq.edu

COMPUTING AND TECHNOLOGY SERVICES (CTS)

Computing & Technology Services (CTS) provides the University community with the computing tools and facilities, network and administrative computing infrastructure, and technical support and assistance necessary for administrators, faculty, staff, and students to work efficiently and effectively and to engage in research, teaching, and learning at Duquesne University.

CTS Main Office

Concourse Rockwell Hall

412-396-6200

www.duq.edu/cts

CTS HELP DESK

The first point of contact for questions regarding all of your computing needs—desktop/laptop support, email, web accounts, wired and wifi connectivity, and more:

- Union, 2nd Floor
- Hours for Fall & Spring Semester: Monday – Thursday 8 a.m. to 8 p.m., Friday 8 a.m.- 5 p.m.; Saturday 9 a.m. - 4 p.m.; Sunday 12 p.m. – 8 p.m.
- Summer hours: M – F 8 a.m.– 5 p.m.; Saturday and Sunday closed—Voice mail enabled.
- 412-396-4357, 1-888-355-8226
- help@duq.edu
- www.duq.edu/cts
- Submit online help requests / tickets via Help tab in DORI

COMPUTER STORE

Handles all technical purchasing, hardware and software, for your institutional and personal computing needs with special educational pricing:

- Union, 2nd Floor
- 412-396-5645
- computers@duq.edu
- www.duq.edu/computer-store

COMPUTER LABS AND CLASSROOMS

There are over 40 computer labs on campus and 18 of them are equipped for teaching. For general information about all labs on campus, visit www.duq.edu/cts/labs. If you would like to reserve a lab for a semester long course for teaching, locate the administrator in your department that has been trained to use 25Live. The 25Live system is used to request facilities for teaching. If no one in your department has been trained to schedule computer classrooms using the 25Live System, please send an email to 25live@duq.edu. For ad hoc computer lab reservations (not needed for entire semester) please request via www.duq.edu/cts/labs.

UNIVERSITY COUNSELING CENTER

The Duquesne University Counseling Center provides a variety of services to students, faculty, and staff.

Counseling Services – Personal and Group counseling are available to enrolled students using a wide range of therapies, including hypnosis and biofeedback. The staff includes four full-time licensed psychologists, one part-time psychotherapist, two post-doctoral residents, and a consulting psychiatrist. Faculty may refer students demonstrating unusual academic or emotional difficulty to the Counseling Center for assistance or faculty can call for consultation. Faculty members are encouraged to call and to use the referral form located on the counseling center website: www.duq.edu/counseling. Various workshops and support groups are also organized and conducted by the Center. Counseling Center staff are available to attend departmental staff meetings to explain services. Workshops are scheduled upon request.

Services are available year-round on a 24/7 basis. The Counseling Center main office is located on the third floor of the Administration Building (Old Main). Regular office hours are 8:30 a.m. to 4:30 p.m. Monday through Friday. After hours, the on-call counselor can be reached by calling the University Police at (412) 396-2677. Counseling appointments may be made by phone or in person. Additional information can be found in the Center's brochure of services or on the Center's website.

Test Scoring and Analysis – Faculty can turn to the Center for scoring and item analysis of multiple choice tests. Blank answer sheets for testing are available through individual schools or departments. The instructor should bring the students' completed answer sheets and a key for the exam to the Counseling Center. Blue test forms are scored immediately and provide an analysis sheet with the number of students, average number correct and the average percent correct. Each student's answer sheet will also be marked with either the correct answer or an "x" to show that their answer was wrong.

Pink (or red) forms provide an in-depth analysis of class responses, including individual test results, individual item response, item analysis, frequency distribution (chart and graph), raw and percent roster scores. Turnaround time for these forms is within 24 hours.

National Test Application and Information – The University Counseling Center is a national testing site for computer-based CLEP and MAT exams. These exams are available Monday through Friday at 9:30 a.m. and 1:30 p.m. The UCC serves as administrator for national exams such as LSAT, PRAXIS, and MPRE. Applications for these exams can be found online at each respective website. The UCC also serves as a testing site for Distance Education Network online courses from universities across the United States and one in Scotland.

Contact:

308 Administration Building (Old Main)

412-396-6204

Fax: 412-396-4194

www.duq.edu/counseling

EDUCATIONAL TECHNOLOGY CENTER

The needs of Duquesne's academic community for educational technology support and professional development are provided by the Educational Technology Center (ETC). Their mission is to support faculty in the effective application of technology in teaching and learning in the traditional, hybrid, and online classrooms. The ETC collaborates with the Center for Teaching Excellence, the Computing & Technology Services Help Desk, Media Services and Distributions Center (MSDC) and other units on campus to assist Duquesne's faculty and academic programs.

Primary Services of the Educational Technology Center

Professional Development through workshops, tutorials, and consultation for the novice to advanced user on

- Instructional design / best practices
- Assessment software / rubrics
- Blackboard features and tools
- Blackboard Collaborate Webinar
- Mp3 & Mp4 creation through CollaborateTools
- SafeAssign Plagiarism Detection
- Starfish Connect (online office hours)
- Camtasia and Snagit
- EAC Outcomes Testing Analysis and Survey Tool
- Apps and mobile devices
- Sedona

Academic Program Support

- Department tailored workshops and consultation
- Starfish Student Retention Software for Early Alert
- Blackboard Community & Program Support sites
- Exit Surveys, Competency Exams, Department Surveys, and surveys for research

Distance Education

- Faculty professional development
- Best practices and course design rubrics
- Content delivery strategies and tools

Blackboard Courses (www.duq.edu/blackboard)

All Duquesne faculty and adjuncts have access to Blackboard course sites for which they are officially assigned instructors. Course enrollments (drops / adds) are automatically facilitated twice daily throughout the term. Course requests and requests to have faculty colleagues, teaching assistants, course builders and graders added to course sites can be made at Blackboard's Faculty / Staff Resources Tab > Bb Services.

Blackboard Community Sites

Faculty, departments, programs, advisors, and staff may also request Blackboard Community sites at Blackboard's Faculty / Staff Resources Tab > Bb Services for academic programs, committees, department use, research, accreditation, and many other uses. The Educational Technology Center staff will assist you with community site enrollments and other site specific needs.

Contact:

Brian Bolsinger, MBA, Director

Libermann Hall, 3rd Floor

412-396-5625

edtech@duq.edu

bbsupport@duq.edu

FACULTY SENATE

The Faculty Senate is a forum in which faculty members can work together to develop mutual understanding and effective communication with the Administration, Board of Directors, and University departments and offices. Comprising the Senate Assembly are elected representatives of all full-time faculty with the rank of Professor, Associate Professor, Assistant Professor, or Instructor, all Academic Deans and Chairpersons, and the professional librarians of the University Library and Center for Legal Information. The Senate Assembly meets at least three times each academic year to discuss issues affecting the faculty.

The Executive Committee, which meets monthly, is comprised of officers and elected representatives from each of the University's Schools and from the Gumberg Library. (The full list of the officers and representatives of the Faculty Senate Executive Committee and Faculty Senate Assembly is available at: www.duq.edu/faculty-senate.)

As the Senate, faculty form one voice to participate in the making of University policies. The faculty has primary responsibility in the cooperative determination of policy in several areas, including curriculum, subject matter and methods of instruction, research, faculty appointments and reappointments, promotions, tenure, and dismissal.

The Senate also participates in such matters as framing and executing long-range plans for the University, making decisions on major changes in the student body, making decisions regarding educational facilities, allocating financial resources and searching for a new President and Provost, when needed.

The Senate President is a member of the University Budget Committee, Public Honors and Awards Committee and of Academic Council. Senate members also serve as representatives to the following University Committees: Budget, Benefits, Library, University Graduate Council, Calendar, Auxiliary Committee, and University Core Curriculum Program Committee.

All full-time faculty are automatically enrolled in the Faculty Senate Blackboard site. When you log into Blackboard, it will appear in the Communities tab. This site provides contact information for your representatives, announcements of events and important documents.

OFFICERS (2012-2014)

President: Nicholas Cafardi
Vice President: Peg Houghlum
Recording Secretary: Anne Burrows
Treasurer: Nancy Trun

cafardi@duq.edu
houghlum@duq.edu
burrows@duq.edu
trun@duq.edu

Contact:

Prof. Nicholas Cafardi
President, Faculty Senate
412-396-4706
cafardi@duq.edu
www.duq.edu/faculty-senate

FRESHMAN DEVELOPMENT AND SPECIAL STUDENT SERVICES (STUDENTS WITH DISABILITIES)

The Office of Freshman Development and Special Student Services provides the following services to students at the University.

Freshman Development

This Office coordinates, implements and directs programs which integrate and enhance the academic, curricular and social dimensions of the freshman year. To accomplish this, the Office directs the New Student Orientation Program; implements the New Student Mentor Program; assists freshmen with finding tutors when needed by interacting with other units providing tutorial services; monitors freshman grades; develops freshman leadership through the Freshman Class Council; advises the freshman honor society, Phi Eta Sigma; and interacts with other Student Life and Academic departments.

Special Student Services*(Students with Disabilities)

The Office is also responsible for providing services to ALL University students with documented disabilities. Services such as early preregistration, classroom relocation, specialized testing accommodations (extended time testing, testing in a separate room, oral testing, etc.), note-taking assistance, and other accommodations can be arranged through the Office on an individual basis. The Office works with students on communicating their needs to faculty members and the University community, and assists students in connecting with campus resources, such as the Learning Skills Center and Counseling Center.

*Faculty must provide reasonable accommodations for students with disabilities. The University policy regarding such accommodations is outlined in the University Policies section of this *Resource Guide* under the title "Accommodations for Special Students."

Contact:

Sean F. Weaver, Director

weavers2@duq.edu

Anne Gyurisín

Assistant Director

gyurisin@duq.edu

309 Duquesne Union

412-396-6657 or 412-396-6658

Fax: 412-396-2519

www.duq.edu/freshman-development

OFFICE OF GOVERNMENT RELATIONS

The office of government relations is responsible for leading the university's governmental relations activities. The following policies and procedures are designed to help ensure adherence to regulated lobbying requirements, ensure proper communication and coordination within the university and to maximize the effectiveness of all government relations activities and the university's overall government affairs strategy.

Policy on contact with federal officials

Duquesne university is registered as a lobbying organization in accordance with federal guidelines and is now required to submit a detailed quarterly report, which documents specific federal lobbying activities, and contacts with federal elected and appointed individuals, including all elected members of congress, all congressional staff, and all federal schedule c employees (civil service leadership and support positions). In this regard, the office of government relations is held accountable for the preparation and submission of the required federal reports associated with lobbying activities for duquesne university.

Due to the legal requirements incumbent upon all federal lobbying registrants, the office of government relations requires that all university employees must contact the office prior to any written or verbal communications to elected officials relative to university-based interests. Only individuals approved in accordance with the university's policy on contact with federal elected officials are authorized to lobby or represent the university's interests with these officials.

Policy on contact with state and local officials

Duquesne university is registered as a lobbying organization in accordance with state guidelines and is now required to submit a detailed quarterly report, which documents specific state-level lobbying activities, and contacts with elected and appointed individuals, including staff. In this regard, the office of government relations is held accountable for the preparation and submission of the required state reports associated with lobbying activities for duquesne university.

The office of government relations requires that all university employees must contact the office prior to any written or verbal communications to elected officials relative to university-based interests. Only individuals approved in accordance with the university's policy on contact with state elected officials are authorized to lobby or represent the university's interests.

Other considerations

Expressing personal viewpoints: duquesne employees must clearly distinguish personal views from the positions established by the university. Under no circumstances are university employees permitted to offer their personal opinions as a position taken by the university. University letterhead and e-mail sent through university electronic servers should not be used to offer personal positions on issues.

Individual or group meetings with executives and legislated officials and staff: if such meetings are for the purpose of representing the interests of duquesne university, including specific funding requests or grant proposals, they must be coordinated with and approved by the office of government relations.

Appearances before executive and legislative bodies including committees, boards and commissions: if such appearances are for the purpose of representing the interests of duquesne university, the office of government relations must be notified and must grant approval for such representation.

Written materials and/or electronic transmissions: it is useful for government officials to receive official university publications, brochures and periodicals; however, it is important to coordinate such distributions to avoid duplication and other problems that may result from overloading officials with such material. Therefore, the distribution of materials to officials should be coordinated with the university's office of government relations.

Invitations to visit campus: the university welcomes visits by elected officials and staff. Invitations to elected officials to visit the university are to be approved in advance by the respective vice president, who will then inform the office of government relations.

Refer to rap #27 for more information on political activity at duquesne university and/or rap #47 for more information on honorary degrees and speakers for commencements, convocations and other university events.

Contact:

Mary Ellen Solomon, Director
412-396-1396
solomon3@duq.edu

MICHAEL P. WEBER LEARNING SKILLS CENTER

The Learning Skills Center promotes student success through tutoring, counseling, and academic intervention to prevent failure. You are encouraged to refer your students, especially those who are struggling to succeed in your courses, to the Center's free services. Direct students to Learning-Skills where they will find links to the Learning Skills Center and Tutoring in the Student Connections section. The Learning Skills Center site provides information to help them achieve academic success (e.g., such as time management, tips for taking tests, etc). The Tutoring site provides student testimony about the value of tutoring, and it describes the sign-up procedure for getting tutored by academically competent and fully trained tutors.

As an instructor, you are encouraged to alert the Learning Skills Center staff that one or more of your students needs an intervention to succeed in your course. Go to the Faculty tab on DORI, and look at the links in the Student Referral Services section. The "Information for Faculty" tab on the Learning Skills Center DORI site fully explains the procedure, and it links you directly to the referral page, which is a secure site. The Starfish Software provides an opportunity for the Learning Skills Center to partner with you to promote student success in your courses.

Contacts:

Dr. Judith R. Griggs, Director
Ground Floor, Administration Bldg.
412-396-6661 or 412-396-6636
griggs@duq.edu
learningskills@duq.edu

www.duq.edu/tutoring

GUMBERG LIBRARY

Gumberg Library is the campus library for all schools of the University except Law which has its own library, administration, and policies.

Regular Hours of Operations:

Monday-Thursday	7:00 a.m.-1:00 a.m.
Friday	7:00 a.m.-9:00 p.m.
Saturday	10:00 a.m.-9:00 p.m.
Sunday	11:00 a.m.-1:00 a.m.

Summer, holiday, and finals hours are posted in the library, on the DU Daily, and on the library's website.

Website - www.duq.edu/academics/gumberg-library

Online Access - The library offers online access to more than 200 research databases and over 30,000 unique electronic journals, magazines, and newspapers in addition to over 70,000 ebooks. Most are available remotely to current faculty, students, and staff from the library's website.

Research Assistance - Librarians provide in-person and telephone reference service at the Reference Desk on the fourth floor (entrance level). In-depth research consultations are available by appointment. Email, chat, and text reference services are available through the *Ask a Librarian* link on the library's website.

Library Instruction - Librarians offer group and individual instruction in the use of library resources. Contact the Reference Department at 412-396-6133 or visit the library's website.

Circulation - Circulation periods for books:

Full-time faculty	16 weeks plus 2 renewals
Part-time or adjunct faculty	8 weeks plus 1 renewal
Graduate Students	8 weeks plus 2 renewals
Undergraduate Students	4 weeks plus 2 renewals

- Audio-visual materials circulate for 7 days.
- Journals do not circulate.
- Laptops and research carrel keys may be checked out at the Circulation Desk.
- Renewals may be made in person, by telephoning the Circulation Department, 412-396-6130, or online by selecting the "Renew Materials" link on the library's homepage.
- Borrowers with overdue materials may not check out additional items until all overdue materials have been returned or renewed.

Course Reserves - To place library or personal copies of course readings on reserve for in-library and/or short-term use, visit the course reserves page at guides.library.duq.edu/reserves. Faculty reserve requests are processed on a first-come, first-served basis. At peak periods, such as the beginning of the semester, processing may take up to one month.

PDFs, MP3s, and links to websites may be made available through e-reserves. Course reserves are subject to copyright restrictions and Gumberg Library's Course Reserve Policy is available at guides.library.duq.edu/reserves. The University Copyright Policy is available at www.duq.edu/academics/university-catalogs/2013-2014-undergraduate/academic-policies/copyright-policy-and-fair-use-checklist

Resource Sharing –Faculty may request items that are not available at the Gumberg Library at no cost. Choose from three options based on the type of material and how quickly it is needed.

- Books - Use the *E-ZBorrow* link on the library website. If a book is not available via E-Z Borrow, use the *ILLiad* link on the library website. Pick up books at the Circulation Desk, generally in about five business days.
- Articles - Use the *ILLiad* link on the library website. Articles are usually delivered electronically through *ILLiad*.
- Direct borrowing - Faculty may go to one of many other libraries with which the Gumberg Library has reciprocal borrowing agreements. For further information contact the Reference Department at 412-396-6133.

Library Liaisons - Each academic department is assigned a librarian to be its liaison to the Gumberg Library. Liaisons can help with questions and concerns about library materials and services that are of particular interest to your department. To find out the name of your liaison, contact your department head or ask Collection Management at 412-396-4560. The information is also available at: guides.library.duq.edu/liaisons

Acquisitions - Faculty members play an active role in selecting materials for the Gumberg Library's collections. Current procedures for requesting acquisition of library materials are communicated through departmental library liaisons. Gumberg Library Materials Request Forms are available on the library's website, in faculty department offices, and from the library's Acquisitions Department. If you have questions contact the Acquisitions Librarian at 412-396-5260.

Electronic Theses and Dissertations - The ETD Coordinator conducts group and individual training sessions on thesis and dissertation formatting and the ETD filing process. More information is available on the ETD website digital.library.duq.edu and the ETD Blackboard site [Organizations: Electronic Theses and Dissertations (ETD)].

Library Contacts:

Administration

Dr. Laverna Saunders, University Librarian
412-396-6136
lsaunders@duq.edu

Acquisitions

412-396-5260

Archives

412-396-4870

Borrowing, Course Reserves, Carrels, Laptops

412-396-6130

Curriculum Center

412-396-1858

Electronic Theses and Dissertations (ETD)

412-396-1086

library-etd@duq.edu

Liaisons - Collection Management

412-396-4560

Music

412-396-1542

Reference, Instruction

412-396-6133

Ask a Librarian: www.duq.edu/library

Resource Sharing – ILLiad (Interlibrary Loan)

412-396-5341

illservice@duq.edu

E-ZBorrow 412-396-6127

Simon Silverman Phenomenology Center

412-396-6038

MEDIA SERVICES & DISTRIBUTION CENTER (MSDC)

The MSDC is responsible for the following areas:

Classroom Technology: The MSDC maintains the AV equipment in most university classrooms. Over 95% of the Registrar scheduled classrooms are completely technology enhanced. These rooms contain (at minimum) a Windows computer, video projector, DVD playback, speakers, laptop connections and user friendly push-button controls. The remaining 5% have projection systems only.

Loaner Equipment: Where supplemental equipment is needed in a classroom, equipment may be borrowed from the Media Center. Laptops, projectors, DVD players, VCRs, digital cameras, document cameras, video cameras, audience response keypads and other equipment are available for classroom use.

Classroom Capture: The MSDC employs the use of Mediasite Live, a technology that enables the recording of a lecture or presentation by capturing the audio, video and digital images (computer, document camera, etc.) of the classroom experience. Mediasite can broadcast a presentation live over the internet for synchronous learning or can be viewed on-demand for asynchronous learning. This technology provides a way to archive lectures for students to review on their own or it can provide a means for a professor to enrich their online teaching by recording chunked scripts of content for inclusion into their online course material. The cost to capture and store information is \$15 per hour for academic requests. Non-academic charges are determined on a case by case basis.

Video Conferencing: Duquesne University's video conference room is located in 715 Fisher Hall. The room seats 24 students and contains a Smart board, a resident computer, a VCR, a document camera and a ceiling mounted LCD projector. Monitors are positioned throughout the room to view the distant conference sites. The video conference system has the ability to connect up to three additional remote locations through IP (the internet). There is no charge for class/academic use of the video conferencing room. The cost for non-academic use is \$50 per hour. (Four or more site connections require an external bridging service which comes with additional connection cost). The room is scheduled on a first come, first serve basis preferably with at least one week's notice.

715 Fisher also has the capability of streaming the video conference over the worldwide web. Using Mediasite Live, a technology that enables the capture of the classroom experience, any combination of audio, video, and computer images can be seen over the web. An operation fee of \$15 per hour will be assessed for academic requests. Non-academic charges are determined on a case by case basis.

Media Projects: Assistance with multimedia projects in the areas of video capturing/editing, CD burning, DVD creation, and OCR of documents is available. Some projects may involve a fee for blank media or media transfers.

When your classrooms are assigned:

1. Visit AV Tracker, a classroom database, for an overview of each room (www.duq.edu/avtracker) or better yet, visit your classrooms
2. Contact the MSDC if you need:
 - a. supplemental AV equipment
 - b. training on the room's technology
 - c. issues resolved with a particular room

Although the MSDC strives to maintain the classroom technology, there are times when technology malfunctions. Please contact x4614 if you have any equipment issues/problems in a classroom at any time. The MSDC's charge is to support the classroom environment and avoid loss of instruction time.

Contact:

Lauren Turin
Manager, MSDC
211 Canevin
msdc@duq.edu
412-396-4614

OFFICE OF MULTICULTURAL AFFAIRS

The mission of the Office of Multicultural Affairs (OMA), as educators within the Division of Student Life, is to facilitate the holistic development of a diverse student population by providing a network of support services and co-curricular learning opportunities. We are further committed to meeting the needs of historically underserved and underrepresented students.

Department Goals:

1. To create an inclusive campus community that enhances the educational experience for all students.
2. To increase the curricular and co-curricular success of multicultural students.
3. To educate the campus community about diversity and social justice issues.
4. To develop the leadership skills necessary to effectively function in a pluralistic society.
5. To increase the amount of financial resources available for multicultural initiatives and student scholarships.
6. To engage in research and assessment practices that provide data pertaining to multicultural students, their experiences, and the campus climate.

Highlighted Programs, Activities, and Services Include:

- OMA Pre-Orientation Program
- Academic Support & Guidance
- Diversity Dialogue Series
- Customized Seminars & Workshops
- Civic Engagement Opportunities
- Multicultural Book Club
- Unity Banquet & Scholarship Benefit
- Peer & Professional Mentoring Program
- Cultural Enrichment Programming
- Leadership Development Opportunities
- Advocacy & Support

Contact:

Rahmon Hart, Ed. D., Director

106 Duquesne Union

412-396-1117

oma@duq.edu

www.duq.edu/multicultural-affairs

PUBLIC AFFAIRS

The Office of Public Affairs is responsible for ensuring that all official University communications, including publications, advertising, websites, and other external marketing materials appropriately enhance Duquesne's image. Coordination of all external marketing and advertising assures that the University projects a consistent identity, image, and message across its programs and units, leveraging the efforts of schools and departments to benefit the entire institution and vice versa. To ensure this consistency, all marketing and advertising must be coordinated through the Office of Public Affairs in the Division of University Advancement.

The Office of Public Affairs serves as the official "voice" of Duquesne in response to media, coordinates proactive media outreach, and facilitates media inquiries. The next pages in this *Resource Guide* provide "Guidelines on Handling Incoming Media Calls." These guidelines assure that media inquiries are handled in an effective way. Related to Public Affairs' proactive media outreach, a form, "Share Your Expertise with the Media," is provided at full-time faculty orientation. If you are willing to be interviewed by the media, please complete the form and return to Public Affairs. This enables the University to showcase the knowledge of its leading scholars.

The Office should be involved in all major campus events to assure such events are promoted in a way that benefits the University.

Contact:

Bridget Fare
Assistant Vice President, Public Affairs
Koren Building, 718 5th Avenue
412-396-6050
Fax: 412-396-5779

Guidelines on Handling Incoming Media Calls

Working with the media to promote Duquesne University faculty, staff, students and programs is a priority for Public Affairs. With your cooperation, it can be a smooth process that ensures the best results for Duquesne and the media.

The purpose of this policy is to ensure that all media calls are handled in the most appropriate manner.

*All members of the media expect to have requests addressed in a timely manner, regardless of whether or not an interview will be granted. Follow-up and courtesy are critical to maintain a positive working relationship between the University and the media.

1. Verify the reporter's name, organization, phone number, deadline and specific purpose of the call. *Do not promise an interview. Interviews will be granted based upon the specific nature of the inquiry in accordance with this policy and collaboration with Public Affairs.
2. Determine who responds to the inquiry:
 - If the call pertains to a specific faculty member's area of expertise, the request may be handled at the school/department level, following internal school/department protocols. If a faculty member declines an interview or is unavailable, notify Public Affairs immediately to assist in meeting the reporter's needs.
 - If the call is regarding another topic unrelated to a faculty member's area of expertise or your specific school/department, forward information to Public Affairs to be processed.
3. When an interview is granted on a topic specific to a faculty member's area of expertise, inform Public Affairs that the interview request was processed.

**Example: a quick email stating "Dr. Smith spoke with Joe Reporter at the Trib today regarding campaign ethics."

**Your school/department protocols may require the professors to communicate this information directly to Public Affairs.

**The media relations team tracks the interviews and follows up with reporters. Additionally, if the media relations team is aware that a professor is willing to speak with the media, the team will proactively pitch the area of expertise.

4. Please inform Public Affairs when a reporter/news photographer visits campus.

If you are unsure of how to handle a call, call Public Affairs for assistance.

The Public Affairs media relations team can be reached 24 hours a day:

Bridget Fare, Public Affairs Assistant Vice President

Office: 412-396-6052

Cell: 412-370-9692

Home: 412-364-1877

Tammy Ewin, Director for Communications

Office: 412-396-1313

Cell: 412-638-8827

Karen Ferrick-Roman, Media Relations Manager

Office: 412-396-1154

Cell: 412-736-1877

Rose Ravasio, Media Relations Manager

Office: 412-396-6051

Cell: 412-818-0234

OFFICE OF RESEARCH SPONSORED RESEARCH

The Office of Research exists to promote research at Duquesne University both internally and externally. Internally, the Office of Research supports the needs of researchers by helping to identify both federal and private foundation funding opportunities, reviewing proposals, assisting with the submission process, post-award tracking and compliance. Externally, the Office of Research promotes Duquesne research and technology, and fosters relationships and partnerships with research communities in government, business, and other science and technology constituencies. Additionally, they manage technology transfer for the University.

All grant proposals submitted, whether to federal or private agencies or foundations, must be submitted through the office, following the University's internal approval process, including obtaining required signatures on the Internal Transmittal and the Conflict of Interest forms.

Dr. Alan Seadler and Dr. James Phillips are the authorizing officials for grant proposals and, as such, are the only people legally permitted to sign any grant proposals or grant agreements on behalf of the University.

The Office of Research staff provides a full complement of grant-seeking and grant submission services. For a full staff listing please see our website at www.duq.edu/research/office-of-research-staff.

For information about assistance in identifying possible funders please see www.duq.edu/research/office-of-research/pre-award-grant-coordination.

The Office of Research administers a number of internal award competitions. Notices for these opportunities are circulated via the fac-list-provost@lyris.duq.edu email list. Additionally information is provided, with links to application forms, on the Office of Research homepage. www.duq.edu/research/office-of-research/pre-award-grant-coordination/planning-your-proposal and also DORI.

The Office of Research manages the Institutional Review Board for Human Subjects. www.duq.edu/research/office-of-research/responsible-conduct-of-research/human-subjects

The Office of Research also oversees policies and procedures related to biosafety, animal care and radiation safety. www.duq.edu/research/compliance

There are a number of Administrative Policies (TAPs) that govern the grant-seeking process at the University. A number of key policies are listed below and can be found at their respective web addresses:

Proposals to Governmental, Corporate, Foundation and Private Sources:
www.duq.edu/about/administration/policies/taps/44-research-proposals-to-governmental-corporate-foundation-and-private-sources

Supplemental Income from Grants: www.duq.edu/about/administration/policies/taps/43-supplemental-income-from-grants

Intellectual Property Policy: www.duq.edu/about/administration/policies/taps/40-intellectual-property-policy

Conflicts of Interest in Grants and Sponsored Research Projects: www.duq.edu/about/administration/policies/taps/45-conflicts-of-interest-in-grants-and-sponsored-research-projects

Use of Human Subjects in Research: www.duq.edu/about/administration/policies/taps/41-the-use-of-human-subjects-in-research

Contact:

Dr. Alan Seadler

Associate Academic Vice President for Research

309 Administration Building

412-396-6326

www.duq.edu/research

SERVICE-LEARNING

Service-learning is a potential way, among others, to demonstrate creative teaching. It is not required that all faculty members use service-learning in their teaching, but the venturesome spirit of the pedagogy is appreciated. Service-learning, if done well, will be considered when evaluating the quality of teaching in a candidate's application portfolio for third-year review, promotion and/or tenure (Duquesne University Faculty Handbook, pp. 28, 30).

Definition

Service-learning is defined as a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bringle & Hatcher, 1995).

Service-learning is characterized by reciprocity between the university and the community. Students learn to apply their classroom knowledge by addressing needs community leaders have identified. Community members can draw upon the university for help in solving problems; university faculty and students draw upon the rich resources of community life in teaching and learning.

Necessary Components at a Glance...

- Service assignment meets a pressing community-identified need
- Service illuminates the learning objectives of a course and is embedded in coursework
- Students participate in ongoing, facilitated reflection embedded in their coursework
- Partnership between students and community is reciprocal – both parties benefit

Isn't it the same as volunteerism?

No. Service-learning is used to achieve course learning goals and its hallmark is structured reflection. It values reciprocal benefit – both student and community benefit. Volunteerism does not have an academic component nor does it incorporate structured reflection. Volunteerism places more emphasis on the community benefit than student learning.

Core Curriculum Requirement

As part of the University Core Curriculum, every student will take a minimum of one course that includes a required service-learning component. The service-learning requirement is embedded in existing courses and is identified by a "UCSL" designation in Banner. The "UCSL" designation is awarded to courses which meet a set list of criteria based on current best practices, which are found in the University Core Curriculum Document.

Not all courses that contain a service-learning component carry the UCSL designation. Only those in which service-learning constitutes a major course element should apply. For more information, please contact the Director of the University Core Curriculum, Dr. Janie Harden Fritz.

How Does Service-Learning Benefit Students?

It helps students

- see the relevance of academic subjects to the real world
- develop better writing and public speaking skills
- learn to work with people of different cultures and backgrounds
- develop a complexity of understanding, problem analysis, and critical thinking
- develop a sense of personal efficacy, spiritual growth, and moral development

Available Services at Duquesne University

Support for service-learning at Duquesne is provided by the Office of Service-Learning (OSL) in collaboration with the Center for Teaching Excellence (CTE).

Lina Dostilio, Director of Academic Community Engagement, is the primary contact person for these services.

- **Programming:** OSL collaborates with CTE to offer a variety of programming for faculty, teaching assistants, and community partners involved in service-learning. This programming includes brown bag discussion groups, book studies, course design institutes, special topic workshops, regional conferences and external speaker events.
- **Course Design Consultation:** OSL staff consult with individual faculty and academic units to design courses that meet recognized best practices, are beneficial to both student and community, and utilize reflection and assessment practices appropriate to the discipline and school.
- **Community Partnership Facilitation:** OSL is able to connect faculty members with community agencies that have needs which can be met via service-learning. In addition to providing initial contact, OSL staff will facilitate the beginning steps of partnership that include setting mutually beneficial goals, clarifying logistical project elements, and arranging the community based orientation to the agency. As the project continues, OSL serves as a point of contact for any faculty or community concerns.
- **Information Clearinghouse:** Throughout the academic year, OSL distributes notification of external sources of funding, upcoming national and regional conferences, calls for papers and proposals, and opportunities for student development. Additionally, OSL strives to maintain a current list of service-learning offerings that are publicized through the Community Impact Report, Banner, and the Duquesne Times.
- **Departmental Resources:** OSL coordinates the Community Engagement Scholars, a group of students placed in academic departments to support and deepen community engagement efforts such as service-learning, community-based research, and community outreach.

Service-Learning Advisory Committee

Each school within the University has a representative on the Service-Learning Advisory Committee. Also on this committee are community partner, student, and administrative representatives. The committee monitors the institutionalization of service-learning, provides guidelines regarding service-learning pedagogy, and steers the initiatives undertaken by the Office of Service-Learning. For a complete listing of committee members, see the OSL website.

Contact:

Lina Dostilio, Director, Academic Community Engagement
Office of Service-Learning, 20 Chatham Square
412-396-5893
dostiliol@duq.edu
www.duq.edu/service-learning

ROBERT & PATRICIA GUSSIN SPIRITAN DIVISION OF ACADEMIC PROGRAMS

The Gussin Spiritan Division of Academic Programs is an invitational freshman-year course of University studies for students selected from applicants for admission to Duquesne. Such applicants for University admission through the Division bring credentials similar to those of recent Duquesne graduates; their credentials indicate the potential for college success.

One of the keys to student success in the Division is a supportive faculty. Chosen for their commitment to that success, Division faculty expect Spiritan students to be academically competitive with other Duquesne freshmen, and they are. As a result, the freshman-to-sophomore retention rate of students entering Duquesne through the Spiritan Division generally is greater than that of the general freshman student body. Among the other factors contributing to the Division students' success are strong academic advisement, counseling services to address personal issues, and intervention to prevent academic failure.

The first-year curriculum, beginning with a six-credit load in the summer, includes an array of University core courses as well as courses to satisfy Division requirements for a total of 33 credits. Once completed, the Division student applies for a transfer to McAnulty College or another Duquesne school offering the student's preferred major.

Contact:

Dr. Uhuru Hotep
412-396-5171
hotep@duq.edu

www.duq.edu/gussin-spiritan-division

OFFICE OF STUDENT CONDUCT

The Office of Student Conduct coordinates and administers the student conduct system at Duquesne University. The primary purpose of the student conduct system is to promote responsible citizenship and appropriate behavior through enforcement of the Code of Student Rights, Responsibilities, and Conduct. The system is intended to emphasize student learning through a developmental process that holds individuals accountable for their actions while upholding the Mission of the University and Expectations of a Duquesne University Student.

Any member of the University community may file charges against any student for alleged violation of the Student Code. The list of charges as well as the process for adjudicating a student through the system may be reviewed online at www.duq.edu/student-conduct, or you may contact the Office of Student Conduct for more information.

A faculty member may contact the Office of Student Conduct for numerous reasons:

1. To document an academic integrity violation.
2. To determine if a student has had a previous academic integrity violation (completed by the Department Chair).
3. To consult on or file conduct charges for serious infractions which arise in or out of the classroom.

Possible charges include:

- Giving or offering gifts, services or favors for the purpose of affecting grades or academic standing.
- Furnishing false information (lying).
- Forgery, alteration or misuse of any document.
- Theft of property.
- Verbal or physical abuse (which also include stalking, threat, intimidation and harassment) both in person or on-line.
- Disruption of teaching.
- Conduct which is disorderly, lewd, or indecent.
- Excessive noise or behavior that disturbs others.
- Failure to comply with the requests of directions of a University official.
- Other violations as listed in the Code of Student Rights, Responsibilities, and Conduct.

Faculty are encouraged to contact the Office of Student Conduct to get advice about how to address difficult student behavior and, in so doing, possibly prevent the need for disciplinary action.

Contact:

Susan A. Monahan, Director
115 Duquesne Union
412-396-6642
monahans@duq.edu

www.duq.edu/student-conduct

SYLLABUS GUIDELINES

Center for Teaching Excellence, Duquesne University

The Center for Teaching Excellence provides resources for designing courses and syllabi. Except for the excerpts from the *Faculty Handbook* below, the following guidelines are *not* University policy, but are intended as a helpful resource. Be sure to check with your department or school on policies of what must be included, and your departmental culture of what's considered good practice in writing syllabi.

Basic Information: Instructor & Course

- Course title, department, catalogue number, section number, Duquesne University (see www.duq.edu/registrar/)
- Date (term and year)
- Course meeting days and times, room and building
- Instructor's name, e-mail address, office location & phone number, office hours (including online availability)
- Indication of web support such as Blackboard learning software
- Space for names and contact information of two classmates

Course Description & Goals

- Description of the course (give broad overview and a word about how the course fits the larger curriculum; engage students by showing your enthusiasm and the course's relevance to real life; avoid technical language where possible)
- Student learning outcomes (also called learning goals or objectives; specific observable outcomes you expect students to achieve, e.g., what students will know and be able to do; a grade is based on the quality of learning you can observe)
- Prerequisites for the course

Instructional Activities & Materials

- Methods of instruction & learning (e.g., interactive lecture, discussion, group work, service-learning, projects, practicum, problem based, case based)
- Calendar: class dates, topics, learning goals, readings, assignments, exams (watch for changes in days toward the end of the semester – see academic calendar at www.duq.edu/registrar/)
- Special features (e.g., excursions, guest speakers, online chats with experts)
- Textbooks, readings and brief description of these and how they will be used (central text? for reference only?)
- Where texts are available (e.g., campus bookstore, library reserve, online)
- Other required materials (e.g., lab supplies, computer CDs, calculator)

Assessment of Learning

- Brief description of each requirement (it helps to explain how it fits the learning outcomes)
- Expectations for in-class participation and group work
- Due dates for assignments and projects
- Quiz and exam description and dates; Place, date, and time of final exam
- Grade breakdown for the final grade (# of points possible per assignment/test and total # of points for a final grade of "A," "B," etc.); indicate whether or not you will use plusses and minuses in grades

Course Policies

use positive language to set expectations and provide support

- Duquesne policy regarding academic integrity, available online www.duq.edu/Documents/academic-affairs/pdf/academic-integrity-5-1-12.pdf
- Your own policy regarding attendance & tardiness
- Your own policy regarding late assignments & make-up exams
- Information for Students with Disabilities: Duquesne University is committed to providing all students with equal access to learning. In order to receive reasonable accommodations in their courses, students who have a disability of any kind must register with the Office of Freshman Development and Special Student Services in 309 Duquesne Union (412-396-6657). Once a disability is officially documented, the office of Special Student Services will meet with you to determine what accommodations are necessary. With your permission, your instructors will receive letters outlining the reasonable accommodations they are required to make.

Once I have received this letter, you and I should meet to coordinate the way these accommodations will be implemented in this course. For more information, go to www.duq.edu/special-students. (Statement recommended by Academic Affairs and Special Student Services, updated December 07, 2012)

Official policy: The Duquesne University *Faculty Handbook* stipulates the components of a syllabus in its section entitled "Responsibilities of the Faculty:"

Faculty members must distribute at the first meeting of each class a course syllabus which includes at least the following information: course requirements, course assignments and expectations, types of examinations (when possible), evaluation process for grading (including +/- grading), and policy regarding class attendance. If major changes in the above categories of the syllabus are necessary, they must be given to the students in writing (page 14).

Additionally, faculty responsibilities include fair assessment of learning:

The faculty member is responsible for assigning grades in a fair manner, consistent with policies stated in the syllabus, or subsequently modified in a written adjustment of the syllabus (page 15).

Handbook available online at www.duq.edu/about/administration/academic-affairs/policies-and-procedures
(checklist revised July 2013)

UNIVERSITY ADVANCEMENT

The Division of University Advancement includes the offices of development, public affairs, alumni relations and University events.

The office of development works to build strong relationships with alumni, friends, corporations and foundations in order to successfully secure financial support for the University. Included in this area of the division are the departments of alumni relations, annual giving, gift planning, major gifts, corporate relations, athletic development, advancement services, advancement research, and advancement communications.

All fundraising activities conducted on behalf of Duquesne University or a component of the University must be coordinated in cooperation with University Advancement's development office. This includes all personal (face-to-face), direct mail, telefundraising and electronic solicitations, as well as corporate and foundation proposals. University policy requires all employees to contact University Advancement before approaching any/ all individual(s) or organization(s) for a contribution or before accepting a gift on behalf of the University. If an employee accepts a gift, they immediately should deliver to University Advancement the gift (check, appreciated securities, etc.), all related correspondences, including mailing envelopes in which correspondences were delivered (IRS may require proof of gift delivery such as postage stamp), and the account number to which the gift should be credited. Only the office of University Advancement can process contributions to the University and issue gift credit receipts.

To insure that the most effective and professional approaches are made to prospective University donors, members of the University community must comply with the charitable gift policies, procedures and guidelines established by the division of University Advancement and outlined in TAP 35.

Contact:

University Advancement
506 Administration Building
412-396-5172
Fax: 412-396-5189

THE WRITING CENTER

The University Writing Center provides writing instruction and support for undergraduates, graduate students, staff, and faculty. The Center's mission is to serve as a space for dialogue about writing and to help make not only better writing projects, but also better writers. It offers:

Intensive one-on-one consulting

Writing consultants provide one-on-one assistance for writers working on academic papers, professional applications, web sites, presentations, and other projects. Consultants help with writing from all disciplines and all stages of the writing process, from outlines and notes to drafts and revisions. They assist with all aspects of writing, including organization, thesis statement development, citation, and grammar.

In addition to its main location in 216 College Hall, the Writing Center has a satellite location in Gumberg Library with evening hours. The Center also provides online tutoring to students enrolled in the School of Nursing and the School of Leadership and Professional Advancement distance education programs.

Writers do not need to have a completed paper to come to the Writing Center. All they need is a writing task and a willingness to engage in conversation about their work. Appointments are not required, but they are strongly encouraged. Students can make an appointment for a session by visiting www.duq.edu/writing-center. Students receive a brief email summary of each visit and they can forward this record to you on request.

Consultants offer a teaching, not a proofreading service. The goal of the Writing Center is to help writers become more capable, confident, and comfortable by talking with them about ways they can improve their own writing. Consultants do not simply correct or complete students' writing for them. They guide students in doing their own work. The Center is not a remedial service; any student can benefit from the Center's assistance.

Instructional resources

The Center also offers workshops, class visits, and handouts for instructors wanting to incorporate effective writing pedagogy into their classes. Faculty can also contact the Director with specific questions and requests for brochures or bookmarks to distribute to classes.

For more information, please consult the Center's web site at www.duq.edu/writing-center/

Contact:

Dr. James P. Purdy, Director
University Writing Center
620 College Hall (*director's office*) | 216 College Hall (*writing center*)
412-396-1293 (*director's office*) | 412-396-5209 (*writing center*)
www.duq.edu/writing-center/



DUQUESNE
UNIVERSITY

UNIVERSITY POLICIES

INTRODUCTION TO UNIVERSITY POLICIES

Most Duquesne University policies are available online. A few have been included in this *Guide* because of their importance, and also because of accompanying explanation that you may find helpful.

The *Faculty Handbook* and academic policies and procedures are available at www.duq.edu/about/administration/academic-affairs/policies-and-procedures. These include, for example, the Academic Integrity Policy, Copyright Policy, and Intellectual Property Policy.

The *Faculty Handbook* sets forth the official policies of Duquesne University relevant to faculty, and delineates their rights and responsibilities.

The Undergraduate and Graduate Catalogues include current academic policies: www.duq.edu/academics/university-catalogs.

Policies relevant to student life are published in the *Student Handbook*, www.duq.edu/student-handbook (e.g., Code for Student Rights, Responsibilities and Conduct).

The Administrative Policies (TAPs) are located at www.duq.edu/about/administration/policies/taps. These policies address a wide variety of topics relevant to Duquesne employees and our life as a community.

ACADEMIC INTEGRITY POLICY AND PROCEDURES

www.duq.edu/Documents/academic-affairs/pdf/academic-integrity-5-1-12.pdf

I. Introduction

An essential element of Duquesne University's mission to educate the mind, the heart, and the spirit is the University's commitment to maintaining and promoting an atmosphere where knowledge and inquiry are respected and encouraged. At Duquesne, as at other American institutions of higher education, our individual and collective search for truth and understanding is founded on the core principle of academic integrity. For Duquesne students and professors alike, academic integrity is essential to our efforts to master existing knowledge, to discover or create new knowledge, and to demonstrate or transmit our knowledge or understanding through academic endeavors like test-taking, writing, and teaching.

Academic integrity at Duquesne can be summarized briefly. In its simplest terms, academic integrity is the pursuit of knowledge and understanding in an honest and forthright manner. This is because intellectual endeavors—on site or online; in the library or the laboratory; in a classroom, a Living-Learning Center, or any off-campus learning environment—can only be conducted in an atmosphere of respect for the truth, commitment to the unfettered spirit of inquiry, and acknowledgment of the different contributions and perspectives of others.

- Academic integrity means pursuing truth with true passion while maintaining the humility to recognize and accept that our own understanding may be incomplete or contingent.
- Academic integrity means acknowledging the contributions of others, specifically and completely, using the conventions for acknowledging sources that are appropriate to particular intellectual traditions or disciplines.
- Academic integrity means representing others' work accurately and distinguishing clearly our own ideas and insights, and our language, from the work (and wording) of others.
- Academic integrity means seeking or receiving credit (including grades and other measures of accomplishment) only insofar as we have earned it as a result of our own intellectual efforts; it means not taking credit for work that is not our own.
- Academic integrity means representing ideas and opinions with which we may disagree in a clear and fair manner, according the same respect to material we may criticize that we would wish for our own work.
- Academic integrity means taking examinations and completing assessments honestly, and according to directions, so that results are a true measure of our own attainments.
- Academic integrity means treating the work of others—in laboratories, collaborative projects, or any learning endeavors—with the respect we would wish for our own work.

Academic integrity means, in short, that we at Duquesne are dedicated to pursuing our academic and intellectual endeavors with honesty and honor.

The Policy and Procedures set forth here govern the administration of academic integrity throughout Duquesne University and cover the specific roles and responsibilities of individual schools and programs. All student appeals related to academic integrity are to be governed exclusively by the University (and College/School) Academic Integrity Policy and Procedures. The University Policy and Procedures will be promulgated on the Duquesne University web site, in the Student Handbook, and through other means so they may be easily accessed by all members of the Duquesne community.

All members of the Duquesne University community—including faculty, students, administration, and staff—are responsible for upholding academic integrity and maintaining a culture in which academic integrity can flourish.

Faculty responsibilities include maintaining integrity in their own work and professional lives. Faculty are also responsible for teaching students about academic integrity, particularly in accordance with the specific expectations and conventions of their disciplines, and structuring assignments and examinations in ways that will help students maintain academic integrity. If faculty believe or suspect that academic integrity may have been violated, they must also play a central role in investigating and judging violations and administering sanctions.

Student responsibilities include maintaining academic integrity in all class assignments, examinations, research and/or writing projects, and any other academic endeavors related to their courses of study.

II. Definitions and Standards: Violations of Academic Integrity

Academic integrity can be compromised in any number of ways. Individuals who seek or receive credit for intellectual work that is not their own violate academic integrity, as do individuals who falsify or ignore data or who destroy or contaminate data or intellectual property. Violations of academic integrity may include, but are not limited to, the following:

- **Cheating.** Cheating on quizzes, tests, examinations, or projects may include giving, receiving, or using unauthorized assistance or material. (Unauthorized material may include, but is not limited to, notes or other written documents as well as wireless communication or computing devices, calculators, formulas, computers, computer programs, software, data, or text.) In other contexts (e.g., group projects, labs), cheating may include forms of deception intended to affect grades or other outcomes. Cheating may also include, but is not limited to, student use of sources beyond those authorized by the instructor in fulfilling assignments such as writing papers, preparing reports, developing course projects, or solving problems. Cheating may also include student possession without permission of tests or other academic material belonging to a member of the University faculty or staff.
- **Plagiarism.** Plagiarism in papers or other written, electronic, or oral work (including essays, research papers, theses, dissertations, presentations, class projects, or work for publication) may include, but is not limited to, the use—whether by summary, paraphrase, copying, direct quotation, or a combination of such methods—of the published or unpublished work or the specific ideas of another person or source without full, clear, and specific acknowledgment (including the use of quotation marks or other conventions to indicate the source's language). Plagiarism may include the submission of material from sources accessed through the Internet or by other means, or from other individuals, without proper attribution. Also, plagiarism may include the submission of a paper prepared in whole or in part by another person or persons or an agency or entity engaged in providing or selling term papers or other academic materials. Plagiarism may also include the submission, without the instructor's approval, of work submitted for credit in another course.

- **Deceit in academic matters.** Deceit may include, but is not limited to, deliberately furnishing false information or withholding relevant information to any University instructor, official, or office.
- **Misuse of documents.** Misuse may include, but is not limited to, forgery, alteration, or improper use of any University document, record, or instrument of identification (written or computerized). It may also include misappropriation, mutilation, or destruction of tangible assets such as books, journals, electronic data, and related resources available in libraries and offices.
- **Assistance in the violation of academic integrity.** Assistance may include, but is not limited to, any knowing facilitation of intellectual dishonesty by another person or persons.

III. Academic Sanctions

Violations of academic integrity—whether or not they are the result of a deliberate intent to deceive—are subject to academic sanctions, including (but not limited to) lowered grade or failure on an assignment; lowered course grade; course failure; suspension or dismissal from a course; suspension or dismissal from the College or School or from the University; and/or revocation of a degree. If a student is accused of an academic integrity violation before the published course withdrawal deadline, he or she may not withdraw to avoid a course grade sanction. If a student is guilty of violating academic integrity, information regarding the violation and sanction will be maintained by the Director, Office of Student Conduct.

Academic Integrity Procedures

All schools of the University will have academic integrity policies and procedures that are consistent with the University Policy and Procedures. As a rule, School (College) procedures will specify standards and expectations appropriate to that School and its mission; students enrolled in courses offered by that School will be governed by its procedures. School procedures will specify mechanisms for insuring that students accused of academic integrity violations are afforded the protections of due process, including the availability of School-level appeals processes. While individual faculty members will generally have responsibility for course-level sanctions (that is, sanctions up to and including a reduced or failing course grade), schools will develop procedures for handling more serious situations involving students enrolled in their programs or taking their courses, that is, situations that could potentially lead to more severe sanctions than failure in a course (for example, repeated or particularly egregious violations that might lead to suspension or dismissal from the School or University). The College and individual schools are responsible for

- promulgating School policies and procedures to their students and faculty alike and providing ready access to their policies and procedures (e.g., on School web sites);
- educating students about School expectations regarding academic integrity and specific methods and conventions for maintaining it;
- overseeing academic integrity in their courses and programs; and
- reporting violations to the Director, Office of Student Conduct and (where applicable) to other schools and maintaining School (College) records of academic integrity violations.

In courses that are not offered by a specific School (e.g., University Core courses), the policy and procedures of the offering department or faculty member will apply. In areas of the University that do not have their own policy and procedures (e.g., the Honors College), the policy and procedures of the McNulty College and Graduate School of Liberal Arts will apply by default.

All academic integrity violations leading to a sanction, even a minimal sanction, must be reported to appropriate officials, including the Director, Office of Student Conduct, who maintains records of violations of academic integrity.

I. Roles and Responsibilities within the College or the Schools

Course instructors are responsible for upholding academic integrity in regard to work under their supervision performed both in and outside of class. They have primary responsibility for evaluating evidence of violations and imposing appropriate sanctions. All cases which result in a sanction greater than failure on the assignment on which the violation allegedly occurred must be discussed with the instructor's department chair or program director. If the student is majoring in a different area from the one where the violation occurred, the relevant department chair or Dean should be notified. If the instructor determines that the sanction to be applied is greater than failure on the assignment, the student should be informed of the sanction in writing or via email and should also be informed that it is his or her right to appeal the instructor's finding of a violation and/or imposition of a sanction to the School (College) Academic Integrity Appeals Committee or its equivalent. Student appeals should be initiated within a specified time period after the instructor has communicated with the student regarding a violation or sanction.

The recommendation of the School (College) Academic Integrity Appeals Committee will be communicated in writing or via email to the Dean, and, if the student is not enrolled in that School, the Dean of the student's School. The Dean or Deans may impose the sanction as recommended or impose a lesser sanction. For especially serious sanctions (e.g., suspension or dismissal from the University), the Dean(s) will forward a recommendation to the Provost/Vice President of Academic Affairs for implementation.

A School (College) Academic Integrity Committee should have oversight of matters related to academic integrity in the School (College).

II. Role and Responsibilities of University Provost/Vice President of Academic Affairs

In the most serious cases, ones which might lead to suspension or dismissal from the University, the Dean's recommendation is transmitted to the University Provost/Vice President for Academic Affairs for implementation. If the student requests a University-level review (see below), or if the Provost has any concerns about the evidence or the fairness of the School's proceedings, the Provost may refer the case to the University Academic Integrity Appeals Committee.

III. Role and Responsibilities of the University Academic Integrity Appeals Committee

A student has the right to a University-level review of his or her case. Often this will be conducted informally, by the Provost (or his or her designee) reviewing the written record of the case. A review by the University Academic Integrity Appeals Committee may be conducted, at the discretion of the Provost, if the student presents compelling evidence that the proceedings in the School or College were inadequate. The Appeals Committee, at its discretion, may wish to go beyond an examination of the written record and hold a hearing at which the student and other witnesses might appear.

Membership of the University Academic Integrity Appeals Committee hearing an academic integrity case will consist of three faculty members chosen by lot from a pool of eleven elected faculty representing all schools in the University plus the Gumberg Library and two students chosen by lot from a pool of ten elected students representing all schools in the University. Faculty and students chosen to serve on any academic integrity case may not be members of the department in which the alleged infraction occurred. Undergraduate representatives will participate in cases dealing with undergraduate students and graduate representatives in cases dealing with graduate students.

IV. Role and Responsibilities of the University Academic Integrity Committee

Oversight of matters related to academic integrity is vested in the University Academic Integrity Committee, which is advisory to the Provost/Vice President of Academic Affairs. The committee will include representatives from the schools and College, Gumberg Library, the Graduate and Professional Students Association, and the Student Government Association. Among its responsibilities are monitoring University and School (College) policies and procedures pertaining to academic integrity and advising the Provost on academic integrity issues. In concert with the staff of the Center for Teaching Excellence and/or Gumberg Library, the committee will identify and share resources and best practices for maintaining academic integrity.

Originally approved by Academic Council on May 2, 2005; revised and reviewed by Academic Council on March 6, 2006. This revision was approved by Academic Council on **March 26, 2012**.

ACADEMIC LEARNING OUTCOMES ASSESSMENT

Duquesne University's mission and values are shaped by a unique Spiritan identity and heritage. Reflecting our emphasis on holistic student development, the Dimensions of a Duquesne Education serve as an organizing framework for assessment by linking the University mission statement to outcomes in Academic Affairs and Student Life. Assessment activities enable us to document the success of our students and faculty, and to demonstrate our thoughtful and intentional approach to fulfilling the aims of our mission to our stakeholders. Alignment of our mission, our student experiences, and our learning outcomes truly results in an Education for the Mind, Heart, and Spirit.

Dimensions of a Duquesne University Education

Learning outcomes assessment is directly linked to the five Dimensions of a Duquesne University Education. The Dimensions are printed at the beginning of the *Faculty Resource Guide*, and are also available online www.duq.edu/about/administration/academic-affairs/dimensions

1. understanding and knowledge
2. intellectual inquiry and communication
3. ethical, moral and spiritual development
4. diversity and global mindedness
5. leadership and service

Purpose and Principles of Assessment

Assessment can serve many purposes. Assessment findings are useful for

1. maintaining high quality programs that are consistent with the University's mission
2. highlighting program and University strengths
3. identifying areas for strategic change or improvement.

What we learn through assessment helps Duquesne determine how best to support needed changes. Assessment enables us to evaluate the competence of graduates in terms of both the program's goals and those of the core curriculum and University mission. Ultimately, the purpose of assessment is to promote student learning and development.

The process of outcomes assessment is guided by the following principles:

- Responsibility and expertise for assessment reside with the faculty in each department or program. Faculty together determine the appropriate assessment plan, and several are involved in implementing the plan.
- Assessment of student learning flows from the learning goals faculty establish for each program of study. These goals are written in terms of what students are expected to know, be able to do, and value.
- These learning goals and assessment pertain to all learning environments, including classroom, distance learning, clinical, laboratory, practicum, and service-learning experiences.
- Assessment methods (i.e., ways of gathering information about student learning) are realistic, manageable, and meaningful within the culture of the particular academic program, department or school. They are informed by the standards relevant to the discipline such as those established by national associations.
- The usual learning activities in which students engage often provide an appropriate and feasible source of assessment information.

- The results of assessment are interpreted, communicated, and used constructively to promote future program evaluation and continuous improvement.
- Faculty regularly reflect upon and improve the assessment process itself.
- Assessment at the course and program levels is aligned with institutional goals for student learning.

Resources

The Academic Learning Outcomes Assessment Committee (ALOA, www.duq.edu/aloe), comprising faculty representatives from each school and the library, promotes meaningful assessment planning and development across Duquesne. In partnership with the Center for Teaching Excellence, ALOA members provide consulting, workshops and book studies, and print and online resources.

Academic Program Assessment – Planning and Annual Reports

Instructions for academic program learning outcomes assessment reporting are available at www.duq.edu/about/administration/academic-affairs/university-assessment.

(Revised July 2013)

ACCOMMODATIONS FOR SPECIAL STUDENTS (STUDENTS WITH DISABILITIES)

Faculty members should be aware that by federal law, with the enactment of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, students with disabilities are entitled to reasonable accommodations, as determined by the institution after proper documentation on the disability has been received.

At Duquesne University, the Office of Freshman Development and Special Student Services is the office responsible for determining reasonable accommodations, and for assisting the student in communicating these reasonable accommodations to his/her instructor. The Office also provides assistance to the faculty member in implementing these accommodations, if requested. A manual is available to faculty members to assist them in understanding the law and the services for students with disabilities. This manual is provided to any faculty member who requests one, and will be sent to any faculty member who receives a letter from the Office requesting accommodations for a student.

Faculty and Teaching Assistants are asked to include a note on their syllabi which explains the students' rights and responsibilities under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. The following statement has been recommended and approved by the Provost's office.

Information for Students with Disabilities

Please make an announcement during the first class and provide the information below on your syllabus.

Information for Students with Disabilities: Duquesne University is committed to providing all students with equal access to learning. In order to receive reasonable accommodations in their courses, students who have a disability of any kind must register with the Office of Freshman Development and Special Student Services in 309 Duquesne Union (412-396-6657). Once a disability is officially documented, the office of Special Student Services will meet with you to determine what accommodations are necessary. With your permission, your instructors will receive letters outlining the reasonable accommodations they are required to make.

Once I have received this letter, you and I should meet to coordinate the way these accommodations will be implemented in this course. For more information, go to www.duq.edu/special-students. (Statement recommended by Academic Affairs and Special Student Services, updated December 07, 2012)

The faculty member should then request the student to have a memo sent confirming the recommendations for reasonable accommodations from the Office of Special Student Services, if one has not already been received. Students who are receiving recommended accommodations are still expected to fulfill the requirements of the course as listed in the syllabus. If the student is not registered in the Office of Special Student Services, the student should be referred to the Office before being granted any accommodations.

It is important to understand that the law provides that a faculty member who fails to provide an accommodation to a student with a documented disability may be held personally liable.

Please do not hesitate to contact the Office of Freshman Development and Special Student Services if you have any questions.

Contact:

Sean F. Weaver, Director

weavers2@duq.edu

Anne Gyurisin

Assistant Director

gyurisin@duq.edu

309 Duquesne Union

412-396-6657 or 412-396-6658

Fax: 412-396-2519

www.duq.edu/special-students

CORE CURRICULUM

The University Core Curriculum provides a common educational experience for undergraduate students, which uniquely expresses the Spiritan-Catholic identity of Duquesne University. A collection of courses with emphasis on the liberal arts, the University Core Curriculum is required of all students enrolled in Duquesne's undergraduate degree programs. The identity of Duquesne University is reflected in the "Guiding Vision," the "Student-Centered Purpose" and the "Educational Values" of the University Core Curriculum.

The entire core curriculum description is available online at:

www.duq.edu/core-curriculum

GUIDING VISION

Education that informs the mind, engages the heart, and invigorates the spirit is the guiding vision of the University Core Curriculum of Duquesne University, an urban Catholic university in the Spiritan tradition. This vision takes its inspiration from the University's mission, specifically the commitment to excellence in education and concern for moral and spiritual values, especially the Spiritan values of global justice and the kinship of all peoples. The Duquesne general education curriculum prepares students to search for truth, with attention to how faith and reason together contribute to that search, and to exercise wise, creative and responsible leadership in the service of others and in the fashioning of a more just world.

STUDENT CENTERED PURPOSE

In keeping with this Catholic-Spiritan vision, the purpose of the University Core Curriculum is the education of the whole person through a study of the liberal arts that emphasizes the students' intellectual and ethical development. Through acquiring the modes of inquiry particular to the humanities and the social and natural sciences, students expand their self-understanding and their knowledge of the world. The University Core provides students with the opportunity to explore how religious faith and spiritual values enrich human life. By connecting learning in the classroom to community service, students are encouraged to develop as responsible, global citizens.

EDUCATIONAL VALUES

1. Academic excellence through the pursuit of truth
2. Education in the liberal arts and sciences that recognizes the inherent dignity of every person and the uniqueness of individual creative expression
3. Knowledge of human culture and of the natural world that enriches the individual and enables personal and communal growth in social and environmental responsibility
4. Spiritual and moral development and ecumenical openness that fosters inter-religious understanding
5. Civic engagement in service learning that links academic knowledge of society with real life issues and concerns
6. Intellectual honesty and academic integrity

STRUCTURE OF UNIVERSITY CORE CURRICULUM

In Fall 2007 Duquesne University began the implementation of its new general education curriculum for all undergraduate students. This is an overview of the curriculum's structure.

Discipline-Specific Courses: 21 credit hours

6 credits in English Composition

- Thinking and Writing Across the Curriculum
- Imaginative Literature and Critical Writing

3 credits in Mathematics (one of the following)

- Problem Solving with Creative Mathematics
- Another course approved for a specific program

3 credits in Natural Science (one of the following)

- Biology
- Chemistry
- Physics
- Earth Science
- Astronomy
- Energy and the Environment
- The Big Bang and Beyond
- Science: Special Topics

3 credits in Philosophy

- Basic Philosophical Questions

3 credits in Theology (one of the following)

- Biblical and Historical Perspectives
- Theological Views of the Person
- Theology: Global and Cultural Perspectives

3 credits in Ethics (one of the following)

- Philosophical Ethics
- Theological Ethics
- Another course approved for a specific program

Theme Area Courses: 12 credit hours

3 credits in Creative Arts

3 credits in Faith and Reason

3 credits in Global Diversity

3 credits in Social Justice

Additional Requirements

Service-Learning: 0 credit hours

One course (designated as SL);

Emphasis: Community service incorporated into a course.

Information Literacy: 1 credit course

(If not embedded in a course);

Emphasis: Finding, evaluating, and using information.

Writing-Intensive: 0 credit hours

Embedded in four courses (designated as W);

Emphasis: Development of writing abilities.

Contact:

Janie Harden Fritz, Ph.D.

Director, Core Curriculum

412-396-6558

harden@duq.edu

ENGLISH LANGUAGE CERTIFICATION OF INSTRUCTIONAL STAFF

In compliance with the English Fluency in Higher Education Act, Duquesne University is responsible for certifying to the Department of Education of the Commonwealth of Pennsylvania that certain specified individuals performing teaching functions are fluent in the English language.

The policy stipulated below establishes the responsibility of Duquesne University to determine that all individuals who teach possess sufficient English language fluency for effective communication. This policy supports key university commitments to excellence in teaching and instructional development.

Policy

Each academic unit is responsible for having their instructional faculty and staff evaluated for English language fluency and for certifying that those individuals will teach only after demonstrating sufficient fluency in English for effective communication in instructional settings.

CERTIFICATION PROCEDURES

Faculty

Full-time, part-time, and visiting faculty who are non-native speakers of English must be evaluated by two personal interviews, one conducted by the academic dean or department chairperson and the other by a senior member of the faculty, preferably a native speaker of English.

Each academic unit or department may determine specific guidelines for conducting such interviews. If further assessment is required for making the determination of sufficient fluency, a referral to the English as a Second Language (ESL) Program and the Center for Teaching Excellence (CTE) may be made.

Teaching Assistants

Graduate teaching assistants (TAs) who are non-native speakers of English must be evaluated through both the modified TEACH test (a mini-presentation) and the SPEAK test to assess spoken English; these tests are approved by the Provost and administered by the English as a Second Language (ESL) Program, the Center for Teaching Excellence, and a faculty representative designated by the related graduate department. In consultation with the Office of the Provost, the English as a Second Language Program and the Center for Teaching Excellence, academic units will establish minimum acceptable scores to clear a TA for teaching responsibilities. Representatives from academic units which employ TAs meet periodically to review and update acceptable scores.

All TAs who do not attain minimal acceptable scores will be referred for assistance in the form of an ESL class, consultations with CTE, and/or specifically-scheduled International Teaching Assistant Seminar arranged through the English as a Second Language Program. The ESL Program will also work closely with the Center for Teaching Excellence and related academic units in arranging such assistance.

Departments should assign TAs receiving ESL and/or Center for Teaching Excellence assistance to non-instructional responsibilities only, unless they have been cleared for limited instructional support roles. After receiving assistance, an individual may be appointed to teaching responsibilities if acceptable minimal scores on the two tests are earned. If not, the TA will be recommended for additional assistance, non-instructional responsibilities only and TA continuance at the department's discretion.

Certification Schedule

Certification that a faculty member, TA, instructional staff or other academic employee is sufficiently fluent in English to teach, or that teaching will be limited to courses in which the primary language of instruction is not English, must be made by either the academic dean, department chairperson or designee at the time of hire before an individual teaches a class.

If the English language fluency of an individual has been assessed as insufficient or if assessment has not occurred, the academic dean, department chairperson or designee must certify on the *Duquesne University Certification of Sufficient English Language Fluency for Teaching* form that the individual will not teach.

By September 1 of each year, based on the procedure developed for this purpose, the Office of the Provost of Duquesne University will file a statement of certification to the Pennsylvania Department of Education that all individuals who teach and who were hired since the last annual certification are fluent in the English language.

Procedure for Certification of English Language Fluency

Within two weeks after the start of each semester or summer session, all deans and academic unit heads are to submit to the Office of the Provost a completed *Duquesne University Certification of Sufficient English Language Fluency for Teaching* form for all individuals not previously certified, both native and non-native speakers of English. Forms are available from deans of each school. A copy of the form is included on the next page.

For additional information or English language proficiency policies, see:

www.duq.edu/about/administration/academic-affairs/language-policies

Contact:

Dr. Susan Todhunter, Director
ESL Program
435 College Hall
412-396-5092

DUQUESNE UNIVERSITY
CERTIFICATION OF SUFFICIENT ENGLISH LANGUAGE FLUENCY
FOR TEACHING

Name: _____	Doc Number or last 4 digits of _____
School: _____	Social Security Number _____
Title/Rank: _____	Department: _____
	Start Date: _____

Please check **one** of the following blocks (A, B, C, or D) to indicate the above appointee's certification status.

-
- A. _____ The appointee is ***certified to teach*** based on the following (check one only):
- _____ The appointee's native language is English. The academic dean or chairperson has interviewed and certified him/her as fluent.
 - _____ The appointee is a faculty member, staff member, or other academic employee, whose native language is other than English, and has been interviewed by both the academic dean or chairperson and a senior faculty member to determine sufficient fluency.
 - _____ The appointee is a Teaching Assistant or Teaching Fellow and has completed the English Language Screening administered by the English as a Second Language Program and the Center for Teaching Excellence in conjunction with a representative of the appointee's department.
-
- B. _____ The appointee is ***conditionally certified to teach in a Lab setting only*** based upon the English Language Screening administered by the English as a Second Language Program and the Center for Teaching Excellence in conjunction with a representative of the appointee's department. The appointee is a Teaching Assistant or a Teaching Fellow.
-
- C. _____ The appointee is ***not certified to teach*** in any instructional setting.
-
- D. _____ The appointee's work will be limited to courses in which the primary language of instruction is not English.
-

I certify that this determination has been made in accordance with the applicable Duquesne University policy and that the appointment is in compliance with the *English Fluency in Higher Education Act* of the Commonwealth of Pennsylvania.

Name of Dean or Department Chairperson

Signature of Dean or Department Chairperson

Date

Routing: Prior to the start of any classroom instruction, submit to the Office of the Provost a signed copy of this form for each new instructional appointee hired. Submit one copy to your dean and retain one copy for your files.

Note: This form is required for compliance with Pennsylvania State law. Please contact the dean of your school for further information.

(Please turn over for more information.)

**FREQUENTLY ASKED QUESTIONS ABOUT THE
“CERTIFICATION OF SUFFICIENT ENGLISH LANGUAGE
FLUENCY FOR TEACHING” FORM**

1. For which categories of employee should this form be completed?

- Native and non-native speakers of English must be certified, i.e. all new employees whose responsibilities will include teaching
- Faculty and teaching assistants
- Full-time and part-time/adjunct faculty.

2. What time frame is applicable?

- Only employees with teaching duties who have been hired since September of the previous year.
- If the form is completed after the deadline date, it should still be submitted prior to the start of any classroom instruction.

3. Where can I get additional information or direct questions about this form?

- You may contact your dean, your department chair or the director of English as a Second Language Program, 412-396-5092.

4. For additional information consult the current Duquesne *Faculty Resource Guide* published by the Center for Teaching Excellence (www.duq.edu/cte).

Important: Timely submission of this form to the Office of the Provost is required for institutional compliance with Pennsylvania state law.

ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS

Duquesne University has committed itself to providing international matriculants and teaching assistants with opportunities to achieve maximum academic success. In pursuit of this commitment, the University seeks early identification of student and teaching assistant proficiency in English.

Students: Since English is the language of instruction at Duquesne University, all accepted undergraduate and graduate students whose first language is other than English are required to sit for English Language Placement Tests. Students who submit official scores, current to within one year, of 90 or higher on the Internet-based Test of English as a Foreign Language TOEFL (iBT), or an equivalent score on earlier versions of the TOEFL, are excused from English Placement Tests except for tests of written and spoken English.

If test results indicate needed assistance with English, the student will be enrolled for appropriate courses in the on-campus English as a Second Language (ESL) Program. The number of major-related courses that may be taken together with any assigned ESL classes will also depend upon placement testing results.

International Teaching Assistants: Pennsylvania state law and Duquesne University policies require certification of sufficient English language fluency for all faculty and teaching assistants. Teaching assistants whose first language is other than English are required to sit for additional language assessment conducted by the Duquesne University ESL Program and the Center for Teaching Excellence in cooperation with the teaching assistant's academic department. If certification assessment indicates a need for assistance with English, the teaching assistant will be enrolled in required language classes to be taken together with or in place of degree-related courses. International teaching assistants who have achieved a score of 50 on the SPEAK Test or a sub-score of 26 on the Speaking Section of the Internet-based TOEFL current to within one year may be excused from the required SPEAK Test. However, the University reserves the right to administer the SPEAK Test in cases where certification assessment indicates significant problems with spoken English competency.

TOEFL Requirements: All international applicants to graduate degree programs are required to submit official TOEFL score reports current to within one year as part of their application.

TOEFL requirements vary by department and school within a range of 80 to 100 iBT. Results of the International English Language Testing System (IELTS) within a range of seven to nine and current to within one year may be submitted as an alternate test if acceptable to departments and schools. Applicants to undergraduate degree programs are not required to submit TOEFL scores as part of their application for admission since Duquesne University maintains an on-campus ESL Program. Because TOEFL scores are required for waiver from certain ESL courses as well as for exit from the ESL Program, submission of TOEFL scores is strongly recommended for undergraduate applicants. NOTE: All international applicants to online degree programs are required to submit a TOEFL score of 80 iBT or higher. The Duquesne University TOEFL Institution code is 2196.

For additional information or English language proficiency policies, see:
www.duq.edu/about/administration/academic-affairs/language-policies

Policy current as of June 2013

Contact:

Dr. Susan Todhunter, Director
ESL Program
435 College Hall
412-396-5092
Fax: 412-396-1682

EVALUATION OF TEACHING

PEER EVALUATION OF TEACHING

Appendix B of the *Faculty Handbook* (www.duq.edu/Documents/academic-affairs/pdf/Faculty_Handbook_Revised_8-29-12.pdf) outlines the policies for faculty peer review of teaching in traditional classrooms, clinical/practicum teaching, and online courses.

- Peer Evaluation of Teaching Effectiveness
- Peer Review of Clinical/Practicum Teaching
- Peer Review of an Online Course

STUDENT EVALUATION OF TEACHING

Student evaluation of teaching is conducted in accordance with the policies of the Faculty Handbook available at Academic Policies and Procedures (www.duq.edu/about/administration/academic-affairs/policies-and-procedures). Sample survey forms and an outline of procedures are available at this same web site.

- A. The Student Evaluation Survey-Online Version (SES-OV) is used for face-to-face, hybrid and online courses.
- B. The Clinical Teaching Effectiveness Questionnaire (CTEQ) is used for any faculty member in the Schools of Health Sciences, Pharmacy, and Nursing who provides direct on-site guidance of students' clinical learning activities.
- C. The University Clinical Coordinator Evaluation is used for a faculty member who arranges for placement of students in clinical sites, orients clinical teachers and students, monitors students' progress in clinical experience, and conducts ongoing evaluation of clinical sites.

WHO TO CONTACT

Dr. Timothy Austin, Provost and Vice President for Academic Affairs, oversees the faculty peer evaluation of teaching, and may be contacted at the Office of the Provost.

Dr. Alexandra Gregory, Associate Provost and AAVP, oversees the student evaluation of teaching. Please address questions about procedures and policies to Dr. Gregory at gregorya@duq.edu or 412-396-4525.

Past institutional reports of the Student Evaluation Survey (SES) are posted on the Duquesne intranet through DORI. Log in to DORI using your multipass, and click on the "index" icon in the upper right menu, and then on academic affairs. These reports provide helpful benchmarking information within Duquesne University

The Center for Teaching Excellence helps to communicate the policies and procedures, and CTE staff are available to consult with faculty and TAs concerning their teaching. CTE personnel do not have access to evaluation results except through individuals who bring their own results to consultations. They do not play any role in the official evaluation of teaching, but rather provide feedback for use by individual instructors.

GENDER DISCRIMINATION AND SEXUAL MISCONDUCT

Due to new requirements from the Department of Education as set forth under Title IX, the University has updated its policy and reporting procedures on gender discrimination and sexual misconduct. The policy applies to all faculty, staff, students and visitors to the campus. Please review the link below for more details. Completion of an on-line training program is required of all new faculty, staff, and graduate teaching assistants. For training information, use your multipass to log into www.duq.edu/dori. Click on the STAFF tab at the top. See the DU Training section: Essentials for all DU Employees: Compliance Training.

Administrative Policy #31

www.duq.edu/about/administration/policies/taps/31-university-policy-on-gender-and-sexual-misconduct

Contact Information:

University Affirmative Action Officer	412-396-6661
Department of Public Safety*	412-396-2677
University Title IX Coordinator	412-396-5853
Director of Student Conduct	412-396-6642
Office of the General Counsel	412-396-5181
Pittsburgh Police Department*	911

* These phones answer 24/7

OFFICE OF THE UNIVERSITY REGISTRAR

Academic Calendar

All faculty members should refer to the Academic Calendar for important dates and deadlines. Because of the holidays and Holy days, it is sometimes necessary to adjust the class meeting schedule in a semester to provide for equal time for all classes. In order to accomplish this, one (or two) weekdays may be designated to follow a different weekday scheduled to make up for missed class time due to time off from holidays and Holy days. Please consult the Academic Calendar for changes to class meeting days and include these changes in your class schedule.

Banner System

Banner is the name of the university-wide enterprise computing system. It encompasses admission, registration, course and class information, student records, transcripts, as well as financial aid, student accounts, and serves as the University's Human Resource, Alumni, and Finance systems. With regard to course, class, and student information, please use the Banner Faculty Guide to familiarize yourself with Banner's Student System. Self-Service Banner (SSB) is the name of the web interface used to access Banner information. Faculty must establish a Multipass Account to log on to DORI, the University's portal, in order to access SSB.

Course and Class Section Information

The Office of the University Registrar maintains the master course catalog, which is stored in the Banner system and reflects all courses that may be offered by the University. To establish a new course or to retire a course, a Master Catalog Course Form, available in your department, must be completed. The course catalog is searchable in Banner.

In addition to the catalog, the Office of the University Registrar maintains the term-by-term Schedule of Classes, which is also searchable in Banner. In preparation for each semester's registration period, a "proof" of class sections that were offered in the prior fall, spring, or summer semester is distributed to each school as a starting point for building the upcoming schedule. The scheduling process begins approximately 5 months prior to the beginning of each pre-registration period, the dates for which are listed on the Academic Calendar. A total of two proofs are distributed prior to the publication of the Schedule of Classes, which occurs two weeks prior to each pre-registration period.

Classes should be scheduled according to the University's standard meeting patterns:

Classes meeting Monday/Wednesday/Friday meet at these times:

8:00am-8:50am	1:00pm-1:50pm
9:00am-9:50am	2:00pm-2:50pm
10:00am-10:50am	3:00pm-3:50pm
11:00am-11:50am	4:00pm-4:50pm
12:00pm-12:50pm	5:00pm-5:50pm

Classes meeting Tuesday/Thursday meet at these times:

8:00am-9:15am	1:40pm-2:55pm
9:25am-10:40am	3:05pm-4:20pm
10:50am-12:05pm	4:30pm-5:45pm
12:15pm-1:30pm	

Classes meeting Monday/Wednesday, or Wednesday/Friday, or Monday/Friday may meet at these times:

3:00pm-4:15pm
4:25pm-5:40pm

Evening classes (160 minutes) meet from 6:00pm-8:40pm on Monday, Tuesday, Wednesday, Thursday or Friday.

Faculty should check their class schedule to confirm that all instructor assignments have been reported to the Office of the University Registrar. To check your class sections, log on to DORI and follow Self-Service Banner > Faculty and Advisors > Faculty Menu > Schedule Detail > and select the appropriate term to display the class sections assigned to you for the term. If corrections are needed to the schedule, please contact your school or department representative who should submit the appropriate paperwork.

University Catalogs

The University publishes an *Undergraduate Catalog* and a *Graduate Catalog* annually. These publications contain the official university policies and programs each academic year and are available on the web at www.duq.edu/catalogs

Classrooms

The Office of the University Registrar oversees the use of 91 campus classrooms. Most classroom assignments are made through the use of an automated scheduler. While departments have assigned “building preferences” that are taken into consideration through the scheduling process, sections will be scheduled into “overflow buildings” when the building capacities have been reached. Most room assignments are not fixed, and, as such, will vary from semester to semester.

Classroom usage is at 100% between 10 a.m. and 2 p.m. on Mondays, Wednesdays, and Fridays and from 9:25 a.m. to as late as 4:20 p.m. on Tuesdays and Thursdays. Often, there are too few classrooms to accommodate the demand during these times and too few classrooms in each building to accommodate all departments housed in that building. As a result, class sections are scheduled into buildings and rooms outside of the schools’ home offices. Requests for room changes cannot be accepted for these time periods, as there is no available classroom space in which to move class sections.

The Office of the University Registrar does not manage the CTS computer labs. Please use this link for information on the labs.

Your room assignments are included as part of Banner Self-Service’s Schedule Detail (see Class Section Information above). Faculty should meet in the classroom that is reflected in the Schedule of Classes and should not move a class to another room simply because it appears to be unscheduled. You can use Media Services’ AV Tracker to find classrooms. If you wish to reserve a classroom for a non-class-related event, please contact Union Scheduling to reserve space for student professional organization meetings, or contact University Events for such things as conferences or groups of visitors coming to campus for a meeting.

Registration

The registration periods for each term are identified on the Academic Calendars. Students must be registered in order to attend class and are not permitted to be present in the classroom unless they are registered. Students are required to participate in classes in the same semester in which they are registered, billed, and awarded credit if earned. There are two registration periods, 1) pre-registration, which begins in the prior term, and 2) final registration, also known as add/drop, which is the first week of class (for fall and spring terms).

Students may make last-minute schedule changes during add/drop but are not permitted to do so once add/drop has ended. If your class becomes full and a waitlist has been established, students will receive email messages if and when a seat becomes available. Please check your waitlist in Banner before verbally approving an enrollment for a student if your class is full. Other students may be on the waitlist ahead of the student you’re speaking with. Once add/drop has ended, the withdrawal period begins. Student who withdraw from class receive a final grade of “W” on the transcript.

Faculty should check their class rosters at the beginning of each semester to verify that all students in attendance are actually registered for the course. This should take place before the end of the add/drop period to give students ample time to adjust their schedules if needed. Faculty and students are obligated to abide by the registration, add/drop, and withdrawal dates and deadlines.

Grading

All midterm and final grades are to be entered using Self-Service Banner (see Banner System above). Midterm grades are only to be entered for undergraduate students who are considered to be at risk. An at-risk student is defined as one who has earned a grade of D, F, or N at the point of the midterm. See our Final Exams/Grades link for more information about grading. Email notifications are sent to the faculty each semester with details and deadlines for that grading period. Dates and deadlines are also on the Academic Calendar.

Instructors who assign incomplete ("I") grades must pay attention to the deadlines for reporting final grades as outlined in the Academic Calendar. Incomplete grades that remain after the I-to-F deadline will be converted to failing ("F") grades. An instructor may, at his or her discretion, grant an extension to the I-to-F deadline provided an explanation of extenuating circumstances is provided by the student. In the event that an extension is granted, the instructor must notify the Office of the University Registrar in writing of the new deadline and must do so no later than the original I-to-F deadline for the course.

All incomplete grades that remain past these deadlines will be converted to final and permanent failing ("F") grades, and any failed courses that are required for graduation for undergraduate students must be repeated by the student. Graduate students must repeat any "F" that is earned regardless of whether it is required as part of their degree program.

All grade changes must be reported through the use of the Change of Grade Form, available in your school office and also in the Office of the University Registrar. Grades should not be sent by email and will not be accepted by phone. Check the *Undergraduate* and *Graduate Catalogs* for statutes of limitations for grade changes.

FERPA and Student Information

The Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits postsecondary educational institutions from disclosing the education records of students to most third-parties without the student's consent. Under the provision of FERPA, parents are considered to be third-parties, and student information may not be disclosed to parents without the student's consent.

One of the exceptions to the release of student information is "Directory Information." The University, at its discretion, may disclose Directory Information without a student's consent. Directory Information includes student name; address and telephone (local and home); place of birth; major field of study; dates of attendance; class level; full-time/part-time status; participation in officially recognized organizations, activities, and sports; academic awards, honors; degree/s conferred including dates; previous institutions attended; weight and height of members of athletic teams; student's Duquesne University email address. Students may, however, request that their directory information not be disclosed to third-parties.

In summary, Directory Information may be disclosed to third-parties without the student's consent unless the student requests that it not be. Disclosure of all other information to third-parties (e.g., parents) is prohibited by the provisions of FERPA. In order to share non-directory information with third-parties, including parents, students must waive their rights. Students can do both things in Self-Service Banner. For more information, go to www.duq.edu/ferpa.

Graduation

All students who expect to graduate must apply for graduation by the deadlines as published in the Academic Calendar. Degrees are conferred three times a year—May, August, and December. Ceremonies are held in May and December for graduating students. Ceremonies are held in August for graduates of the School of Leadership and Professional Advancement and the Rangos School of Health Sciences. Check the *Undergraduate and Graduate Catalogs* for statutes of limitations for students' graduation.

Email Communication

All faculty and staff must use their Duquesne University email addresses when emailing our office. Please refrain from sending confidential student information such as grades or personal matters in email messages.

Contact:

Office of the University Registrar
Ground Floor, Administration Building
600 Forbes Avenue
Pittsburgh, PA 15282
412.396.6212 phone
412.396.5622 fax

WRITING INTENSIVE REQUIREMENT

The intention of the Writing Intensive Requirement is for students to build on the college writing skills developed in the Core English Composition courses (Core 101 and 102) and to develop advanced writing abilities in order to communicate with the general society as well as with professionals within their major field of study. In order to graduate, a student must have completed a minimum of four Writing Intensive courses (hereafter WIC) beyond the two-semester University Core writing sequence. At least two of the courses must be taken in the student's major field during undergraduate course work.

Criteria

1. At least one third of the final grade in each WIC must be based upon students' written work. This component of the final grade is based on multiple assignments spanning the semester.
2. Instructors of Writing Intensive courses are encouraged to have students produce written work typical of the discipline of the course. Such writing assignments may include, but are not limited to, research papers, "white papers," interpretive papers, case studies, position papers, critical analyses, proposals, grant applications, reports, lesson plans with justifications, synthesis projects, scientific journal articles, medical documents, business letters and memoranda, editorials, literature reviews, reviews of performances or exhibits, book reports, and reflections on service learning.
3. Students are to receive timely feedback on their writing so that they can revise their assignments. Instructors should emphasize the importance of revision by grading written work holistically, taking into consideration the writing process as a whole.
4. WIC instructors are expected to spend some time teaching writing conventions particular to their disciplines and articulating expectations for written work relevant to the overall learning outcomes of the course. For example, students may be asked to do pre-writing exercises, analyze and discuss written work, and/or evaluate their peers' or their own writing using grading guides such as checklists or rubrics.
5. The University Writing Center Director, the Director of First-Year Writing, and the Center for Teaching Excellence will provide assistance to instructors of Writing Intensive courses who seek to incorporate writing more effectively into their classes and to build upon the skills students have learned in the Core writing classes.

Learning Outcomes

Upon completion of the writing intensive requirement, students are able to:

1. Produce college-level writing that demonstrates critical reading of texts and an awareness of audience at an advanced undergraduate level
2. Write according to the conventions and in the various genres of their discipline
3. Demonstrate the ability to consult and learn from writing resources and to revise their own work with an understanding of the characteristics of high-quality writing, especially writing within their field
4. Adhere to University and school/College policies on academic integrity and incorporate sources responsibly into their writing by consistently using the appropriate professionally-sanctioned citation and documentation format

Source: Duquesne University Core Curriculum adopted April 2006

www.duq.edu/core-curriculum

CERTIFICATE OF SERVICE

I certify that on October 23, 2018, the foregoing Joint Appendix was electronically filed through this Court's CM/ECF system, which will send a notice of filing to all registered users.

/s/ Stanley J. Brown
Stanley J. Brown